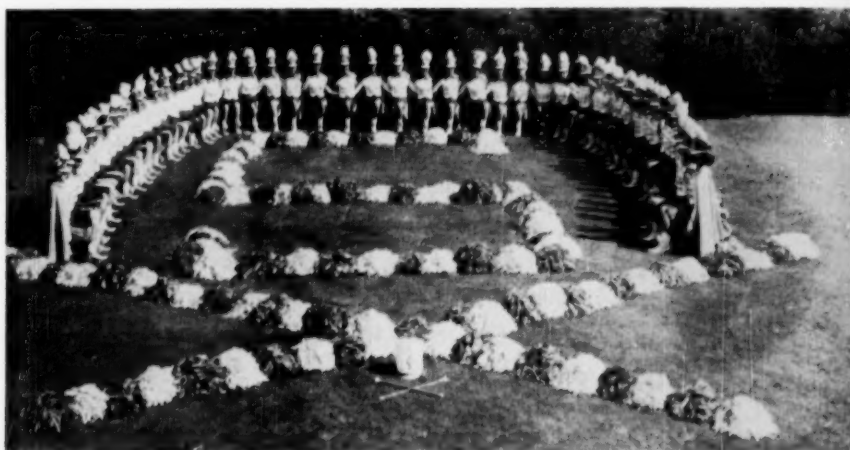


School Activities

The National Extracurricular Magazine

SEPTEMBER, 1956



Samohi Sergeanettes—Santa Monica High School, Santa Monica, California



Student Government Clinic—Central High School, Springfield, Missouri

New and Helpful Ideas for Sponsors and Student Leaders

THE CLEARING HOUSE

is the **working partner** of the principal

—but there's something
in every issue for **every faculty member!**

For the Principal: THE CLEARING HOUSE is the working partner of the principal because it is devoted primarily to reporting best current **practices** in school administration and curriculum and to keeping principals informed of developments in the junior and senior high school subject areas. Each issue contains a prodigious amount of useful information on the principal's primary concern—the **educational program of his school.**

For the Faculty: In addition to the reports on courses and teaching methods in various subjects, each issue contains articles of general interest to all in the junior and senior high school program. THE CLEARING HOUSE features and departments are written and presented with a sparkle that raises professional reading to the point of entertainment. . . Book Reviews, Audio-Visual news, Tricks of the Trade, and Comments and Opinions by our editors.

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School Activities

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As the Editor Sees It



In beginning our 28th year may we again express our deep appreciation to our good friends—contributors and subscribers—who have made our publication possible. And may we deserve and have your continued support.

During the past 27 years the greatest development in the field of extracurricular activities has been in the student council. The earlier hoopla of promotion, uncertainty of recognition, and immaturity of objectives, organization, and activities have all but disappeared. The student council has grown up and become an essential part of nearly all junior and senior high schools and of many elementary schools.

State and district associations and The National Association, with their innumerable conferences, conventions, workshops, publications, and personal contacts and encouragements have been mostly responsible for this marvelous development. All honor to these organizations for a job well done!

We regret that due to change of position Mr. Ellsworth Tompkins has thought it best to resign from our Advisory Board. For a number of years Mr. Tompkins has contributed substantially through wise counsel and pertinent articles. In one way we do not lose him because he has promised to remember us with material for publication. For which we are very thankful.

In fact, Mr. Tompkins is already helping us from his new position. His National Association of Secondary-School Principals' SPOTLIGHT keeps us posted and curious, supplies ideas, and provides sources for possible articles. An interesting and valuable publication!

Mr. Tompkins' place on our Board will be filled by Mr. Ira A. Bogard, Executive Secretary of the New Mexico Association of Student Councils. Mr. Bogard, who teaches at the Portales High School, has long been an enthusiastic and devoted promoter and organizer of student councils in his state. His annual Workshop is one of the best. And this year you'll be hearing much about him and his Association in connection

with a mighty important national event. We are glad to welcome Mr. Bogard to our Board.

"This month all over the country teen-agers will be graduated from high school, and in a great many places most of them will celebrate the event by staying out all night." So begins Marian M. Scott's article, "At Graduation *Everybody Stays Out All Night*," in the June, 1956, issue of GOOD HOUSEKEEPING.

We do not believe this—and we have had some experience and contact with the activity. We are sure that she should have said, "... in a few places some of them..." But, of course, that would not have made a "startling" article.

To us, her "many places" and "most of them" compose a straw man at which she could shoot—"We (the men and women the country over with whom I have talked and corresponded) think it's childish, senseless, dangerous, and disgraceful."

We consider her article an exaggeration, and question GOOD HOUSEKEEPING's judgment in publishing it. In any case, look up and read the article. At least it may be helpful if, as, and when some of your students get the "all-night" fever.

And while we are on this subject, why not write up a description of your own "all-night" event (if you have one), basing it upon actual facts (not generalizations)—organizations, activities, advantages, disadvantages, successes, and failures?

"Failures" in the above sentence brings us again to this—we need more articles on failures. Admittedly these are annoying and difficult to present publicly, and so are rarely written. But we need them. A good story of a failure and its causes would save many another school from making a similar failure. So let's have stories of failures as well as of successes.

Well, best wishes for your continued success in the coming year. Let's hear from you!

Making the assembly program a meaningful part of the school year's work is a valuable criterion to be observed by students and sponsors and administrators.

An Excellent Program Theme

AS EDUCATORS we often consider the value of the school assembly program and try to determine for ourselves what part it should play in the life of the school. Likewise, we attempt to find answers to questions related to the co-operative planning of assembly programs; the integration of the school assembly program in the day by day life of the classroom; how to use the assembly program as a medium for motivation of classroom work; and getting the most out of the public relations features inherent in assembly programs.

One year the writer's fifth grade class was looking forward to a date in April, at which time it was our opportunity to present the intermediate assembly program to the other fifteen classrooms of grades four, five, and six. This meant that we would be occupying the time of about 450 students and sixteen teachers for a period of 45 minutes or longer.

In addition, we needed to consider the audience factor of the people outside the school who might like to see and hear our program, especially the parents of our own class. We also needed to consider the amount of time we were willing to give toward preparing this program.

Our Cover

The upper picture shows the Samohi Sergeanettes of Santa Monica High School, Santa Monica, California. This elegantly dressed, well trained club performs at football games, parades, and many other events and programs, in cooperation with the High School Band. Kay Teer Crawford is director of the Girls Drill Team and Richard Wagon is the director of the band. Miss Crawford who is now at Santa Monica City College has been at the High School. See additional pictures and story on page 19 of this issue. Mr. Wagon assisted in assembling the material.

The lower picture was taken during a one-day interschool student government clinic sponsored by Central Senior High School, Springfield, Missouri. It shows cabinet members and presidents from nine visiting schools as they exchange ideas on student government problems. Linda Hine, student body president at Central, acted as master of ceremonies. A welcome break for refreshments was held just before the final panel session. Sponsors participated in the clinic by attending the assembly, meeting to discuss persistent problems of a student government sponsor, and other planned activities. See story on page 37.

ALBERT J. CRISPELL

Administrator

John Fitch School

Bristol Township School District

Levittown, Pennsylvania

The large question was, of course, what kind of a program to present.

In determining what program theme we would use, an attempt was made to secure something which would involve both the children's interest and that of the parents. It was hoped that there would be following discussion both at home and at school. It was further hoped that our program would be constructive; that it would fit in well with the work of the year.

Throughout the year we had been much concerned with such current events as: the Dismissal of General MacArthur; the Approaching Presidential Election; the candidates that might be selected by various parties; election of class officers and duties of officers; and a historical and geographical study of the various states in our nation. It was finally decided that we would build our assembly program around the big event to come—the Election of a President of the United States. Therefore, we chose as our theme, "We Elect a President."

We decided that we would use as background for our play a large painting of the National Capitol. Various small photographs were secured and a committee composed of Kenneth Hoffecker, chairman, Charles Kinloch, and Paul VanHeckle sketched a large drawing of the Capitol.

The children's final painting measured 11 by 24 feet and represented the combined efforts of the entire class, the art teacher, Mr. Kelechave, and the classroom teacher. The large painting when hung in the classroom and later used on the stage made an impressive background for our program.

The building of the program was a long process and only took final form shortly before the date of our assembly. There were changes to be made, shifts in characters, new reflections of developments in the nation's political scene, and speeches to be revised. We wanted our play to be realistic and also to be current. Much of the

work of writing the play was done by the teacher—but frequent opportunity was found to bring the children in on the discussion of its contents.

There was discussion concerning the six political parties that would probably be represented on the Delaware ballot in November. It was decided that each of these would be mentioned in our play but Prohibition, Republican, and Democratic Parties would be represented in more detail than the others.

We planned to show each of these in a Convention scene. Therefore, it was necessary to make large banners representing the states, territories, and possessions of the United States. Fifty-four of these banners were made by the children in miniature assembly-line fashion for cutting, painting, measuring, pasting, checking spelling, sawing, etc.

All letters were cut from graph paper, painted black, and then mounted in order to form the name of a state on a large piece of cardboard. These were then tacked to sticks about three feet long. Scraps from a lumber yard sawed into the proper length were used.

We decided that we would like to have theme songs of various candidates played or sung as we featured each contender. Some of these were difficult to secure from music stores but we finally secured: "The Senator From Tennessee," for Kefauver; "I Like Ike," for Eisenhower; "I'm Looking Over a Four-leaf Clover," for Taft; "Old Soldiers Never Die," for MacArthur; and "It Is No Secret," for Hamblen. We had the children memorize some of these for group singing. Eddie Wallace, who played Stuart Hamblen, sang "It Is No Secret," very nicely as a solo.

It was necessary for us to borrow children to carry banners and so we used children from two other fifth grade rooms.

The pupils voted to determine the candidates that they would use as the ticket for the Democratic and Republican Parties. Since the Prohibition Party had already selected its ticket we used the candidates chosen by it. The children chose as the Democratic Ticket Kefauver and Truman but later needed to select again for Vice President after Truman announced he would not be a candidate. They then chose Kerr. For the Republican Ticket they chose Eisenhower and MacArthur. This was done by secret ballot as was also the final election held one day before the assembly.

The Republican Ticket was elected by a land-

slide and this choice was kept secret until the announcement was made shortly before the Inauguration during the assembly. The class choice met with hearty approval of the audience. In fact, there had been one spontaneous outburst from the audience saying "We Want Ike," early in the program.

The mascots of the party were well received as they came out dressed as elephant, donkey, or camel and looked over their list of contenders and then considered their possibilities of placing one of them in office in front of the capitol. This was another one of the many activities in which home room mothers assisted.

This assembly program proved to be very meaningful to the boys and girls of my classroom who worked so hard and faithfully to produce it. Even now, four years after presentation I occasionally hear commendable comments.

I am sure that these pupils will not soon forget the process by which our great nation chooses its highest elected official.

Because of having had this practical experience at an early age, these people should be a little more anxious to participate in this process when they are older.

The time spent in discussing, planning, and working with both hands and minds to create the various items needed was long. But the pleasure that comes with seeing the finished product admired by others is one of the values that cannot be measured. The child who has met that success has reason and desire to tackle another problem of life. Perhaps the next one will be even more of a challenge.

The true value of any experience, be it painful or pleasant is to be found in how it tends to alter or direct a future course of action. If the future reveals a better or more fruitful path toward a more worthy goal we can say that the experience was profitable.



Howard Wallace as Estes Kefauver; Walter Mackey as Dwight D. Eisenhower; and Eddie Wallace as Stuart Hamblen.

Standardized limitation on the number of important offices a student can hold at one time permits more people to participate in the various organizations.

An Honor Point System That Functions

IT IS ALWAYS SOUND MILITARY DOCTRINE that defense, sooner or later, catches up with attack. Then, it's a case of back to the drafting board for the forces of aggression until they can come up with a new weapon. At the moment, we of the faculty of Reading Senior High School are cautiously congratulating ourselves that we have (only temporarily, we are certain) stymied that typical school scourge, Igor Beavor, who attempts to garner all the major positions of trust in order to dominate his times and the class yearbook.

To say that we have completely solved the problem of the student who "spreads himself too thin" over many posts of honor in our school and class organizations, or to imply that what we have will be a universal formula applicable to all schools and all situations would be both brash and untrue. However, we do have something that, right now, for us, works admirably. Here it is:

We started with a permanent activity record card, which is made out for every student—even those who toil in the most humble capacities—who is elected or appointed to any office: student council, class, home room, or club. Other functions (which we refer to as "service"), are included: the projectionist, stage hands, stage electricians, ushers, and a whole host of other "unsung" heroes.

Just to play it safe, additional blank spaces are allotted for write-in duties. Since ours is a three-year high school, there are three columns for recording the number of points gained each year. This permanent activity record card is our basic tool.

To keep this tool sharp and in working condition, we have, each year, an "Activity Committee" composed equally of faculty members and student representatives appointed by student council. This group meets regularly throughout the school year, reviewing the positions which deserve recognition and the number of points which can be gained in a particular capacity.

By determining the number of points to be gained by participating in the various positions listed on the card, the committee effectively

JOSEPH G. PLANK

*Adviser, The Red and Black
Reading Senior High School
Reading, Pennsylvania*

limits the number of duties Igor Beavor can assume, no matter how popular—or rash—he may be. You see, student council has already set an arbitrary number of points which a student may attempt to earn.

Let's say, for example, that the magic number is six points per year. Rick O'Shea, who galloped 98 yards for a touchdown against Stedgie Prep three days prior to the election and therefore was obviously qualified for high honor, has been elected president of student council. That post has been assigned a value of five points. That leaves Rick with the opportunity to fill one more minor post, calling for no more than one point. He may be a do-nothing officer, but he'll be doing nothing in fewer key positions.

And Igor Beavor, that peerless seeker-after-offices, is similarly handicapped in his efforts to appear all over the yearbook. The more important the job, in the opinion of the committee, the higher the point value. Igor, too, will not be turning up in as many groups, unless in a minor capacity. Too often, the Igors of our school are patterned too much after their adult political models, who feel that they have worked hard enough to be elected; it would be foolish to continue to work thereafter.

Because a point value has been assigned to each position, our student office holder does not automatically receive that number of points. Since some member of the faculty sponsors all of the point-gaining activities, it is an easy matter to set up another form, on which the student is graded on his performance of the duties assigned. This rating runs from (1), the lowest, to (10), the highest.

It is turned in to the man in charge of the activity ratings (in Reading Senior High School, this happens to be our vice-principal, Mr. Ivan Newpher). A former mathematics department head, Mr. Newpher makes the easy—for him!

—translation into point value. He uses a decimal system to give portions of a point.

These values are set down in ink on the cards by our high school office staff and the cards are open for inspection of the pupils concerned, in Mr. Newpher's office. Then, the committee totals the points for the year and, for the seniors, for their school careers.

Again varying from year to year, a small percentage of the seniors will receive, based on their activity records, the coveted gold "R" pin. Usually, from six to eight individuals get this major award. Another, larger percentage will receive a "Service Seal" which is somewhat like a varsity letter award, in that it is a felt emblem designed for wear on a sweater or jacket.

What we like about this system, aside from the fact that it has cut the "head-hunter" down to size, is that it has caused more people to participate more actively in the organizations of the school and class. Equally good, in our opinion, is the fact that it offers the opportunity to recognize those who really do the work.

Suppose Rick O'Shea gets the five-point student council presidency and does so little that the disgusted faculty sponsor rates him as: (2). That gives Rick only one of the possible five points. His vice-president, O. P. Timum, is in a three-point position, but is rated as: (10). He did all the work—somebody has to, each year—and so he gets all three points. Thus, failure and achievement have both received their just deserts.

By bringing the students into the committee and by allowing each student to examine his or her card each year of his career at our school, we have virtually eliminated any audible criticism. If there is any, we have not heard it, and our students have not been loath in the past

to let us know about unsatisfactory conditions.

May we add that your print shop teacher will be more than delighted to have the opportunity to print the extra forms?

READING SENIOR HIGH SCHOOL ACTIVITY RECORD

Name _____ Home Room 10 11 12

Activity	10	11	12
H. R. President	School Play Major
H. R. Vice-Pres.	School Play Minor
H. R. Secretary	
H. R. Treasurer	Assembly Play Maj.
H. R. Chaplain	Asby. Play Minor
			Assembly Chmn.
			Assembly Chpln.
			Stage Hands
Stud. Council Pres.	Stage Lighting
S. C. Vice-Pres.	Amplification
S. C. Secretary	Projection
Ex. Comm. Member	Organist
Other Comm. Chm.	Pianist
Other Comm. Mbr.	
H. R. Rep. in S. C.	Hall Patrol Chmn.
Altern. H. R. Rep.	Hall Patrol Mbr.
			School Messenger
Stud. Ct.-C. Judge	School Committee
Associate Judge	Costumes
Attorney	Bulletin Board
Stud. Court Secy.	Youth Day Spkr.
Stud. Court Jurors	Usher Staff
			Jr. Tn. Mtg. Spkr.
Class President	Operator, Bsktbl.
Class Vice-Pres.	
Class Secretary	Music (specify)
Committee Chmn.	
Comm. Member	
Club President	N. H. S.
Club Vice-Pres.	
Club Secretary	Cheerleader
Club Treasurer	Majorette
			Flag Driller
Svc. Club (specify)	Athletics (specify)

Senior High School
Reading, Pennsylvania

ACTIVITY PARTICIPATION

This form is to be completed by the sponsoring teacher and given to Mrs. Masley as soon as the activity is concluded. All forms must be turned into the office at an early date in order to be used in making the Service Awards in May.

Group the names of students according to grade and arrange them alphabetically in each grade.

A rating of 1 to 10 (1 being lowest, 10 highest) is to be given each participant. If the participant is only a member of the organization place a check in the member column; if he or she is an officer write the name of the office in the member column. Be sure to fill in these forms fully and carefully. One copy will be given to each teacher. Teachers who need more copies will get them in the office.

Activity	Sponsor	Date
Name	Grade	Member Rating



Time spent in the classrooms, participation in various activities, noon-hour recreation, assemblies, programs—well, everything the student does is important.

Noon Hour Activities

WITH THE INCREASING RECOGNITION of the importance of extra-class and extra-school activities in learning has come a corresponding interest in the ways in which students' out-of-class time is spent. One of the most valuable blocks of such time is the noon period. Its potential contribution to the educational program is in certain respects unique since it is, for most if not all students in the schools, the one time during the day when they are in approximately the same place and at the same time free from the limitations of a tightly-organized schedule.

The secondary curriculum maker, greatly concerned over problems of developing a sound program within the limits of the six- or seven-period day, sees many possibilities provided by the noon period; likewise does the director of school activities, rightfully criticized when classes are continually interrupted for meetings of various sorts.

The school principal, of course, shares the interests of the two specialists cited above. In fact, in many a school, he is one or both of those specialists. In addition, as the administrative head of the institution he is charged with responsibility for the supervision of students while they are on the school grounds during the school day, whether or not regular classes are in session.

Convinced of the importance of the noon hour in the school program, the writers have completed a comprehensive examination of the literature on the subject. The following annotated bibliography should prove of interest to those concerned with the planning, organizing, implementing, and evaluating the noon hour program.

Allingham, Bruce. "Noon Activities: Effective Schedule of Lunch, Recreation," *Clearing House*, Vol. 25, No. 5, January 1951, pp. 295-297.

The author presents a program found to be successful in two different high schools. It is felt that after several hours of work in class, students need more than a twenty-minute lunch period at noon; time should be provided for relaxation and a change of activities. Guidance in self-discipline is an important outcome of such a plan. The positive effects of a well-organized program on the faculty is also considered.

Anderson, Stuart, "The Lunch Hour Activity Pro-

**TENISON HALEY
and
ARTHUR C. HEARN
University of Oregon
Eugene, Oregon**

gram," *The School Executive*, Vol. 70, July 1951, pp. 79-80.

This article includes a report of lunch-hour activities in Wisconsin public high schools. Post card inquiries were sent to 200 public high school principals. The 129 replies make up the body of the report. Statistics on faculty and pupil supervision of noon-hour activities are presented.

Austin, David B., "Source of Enriched Living," *The School Executive*, Vol. 72, July 1953, pp. 93-94.

Potential learning experiences that are inherent in the lunch period are explored; learning situations in the sciences, arts, homemaking activities, etc., are investigated. The "social areas" of learning and behaving offer many opportunities at noon-time. The author sees the lunch period as a "laboratory for learning."

Axtell, William B., & Robinson, Darrol E., "What Makes a Good Noon Hour Program," *Nation's Schools*, Vol. 44, No. 3, September 1949, pp. 29-31.

Each hour of the day, including the noon hour, should be utilized by the public schools for the guidance and development of the children committed to its care. On this theme, the article presents seven concepts that an administrator should consider in planning the noon program; nine steps are presented that might be followed in administering the program. Care of children, plant, and equipment are discussed.

Buchler, J. B., "Noon-hour Intramural Organization," *Journal of Health & Physical Education*, Vol. 3, No. 8, October 1932, pp. 34-36.

A program used in a California high school is presented in detail. The aims of a noon-hour intramural physical education program are stated as: plans for supervision and administration, departmental (athletic) rules and regulations, scheduling, and the granting of awards to individuals and groups.

Evans, Ruth, "The Noon Hour in Elementary Education," *American Association for Health, Physical Education, & Recreation Yearbook*, 1954, pp. 208-216. (Chapter 17)

In a well-planned noon-hour program, children can learn much about themselves and others; furthermore, they can enjoy themselves while doing it. In the informality of the mid-day break, teachers and administrators can gain increased understanding of their charges. Current problems are explored; preparation for and supervision of the noon hour are discussed; examples of suitable play situations for an elementary school are presented; reports from various schools are given; and suggestions for those persons having the responsibility of a noon-hour program are proposed.

Haislet, Edwin L., "Noon Hour Fun," *Recreation*, Vol. 33, No. 12, March 1940, pp. 665-669.

This article outlines the procedures involved in developing a noon-hour activity program. Included is a discussion of facilities and activities. An interest survey blank that could be used in sampling opinion regarding such a program is proposed.

Kalish, M., "Void in the School Day," *The School Executive*, Vol. 71, May 1952, pp. 127-128.

This article deals with a noon-hour plan developed at the Marxhausen School in Detroit, Michigan. The plan was originally designed to meet the needs of mentally retarded children, yet "it is applicable to any school having a large number of children staying for lunch." Major features of the program are presented; outcomes from the teachers' and students' viewpoints are discussed.

Maurer, Harold R., "Educational Possibilities of the Noon Hour Program," *The School Executive*, Vol. 52, No. 6, February 1933, pp. 202-203.

On the assumption that the ultimate success of a program is dependent upon the response and evaluation of the participating students, a philosophy of educational objectives and ultimate ends is considered. Certain specific activities are described, and techniques of control and administration are discussed. The junior high school provides a background for the discussion.

Norris, Robert B., "Make Better Use of the Midday Break," *Nation's Schools*, Vol. 42, No. 2, August 1948, pp. 56-58.

That the noon hour be considered a regular part of the daily schedule is the aim of this article. The importance of judicious use of leisure time with suggested activities is discussed together with matters pertaining to health.

Pederson, Kenneth L., "Student Council Launches Noon-hour Recreation Plan," *Clearing House*, Vol. 14, No. 2, October 1939, pp. 100-102.

This article describes a program developed through the efforts of a student council. Specific activities and the organization and administration of the program are discussed, together with its evaluation.

Punke, Harold H., "Health & Education Through the School Lunch Period," *Research Quarterly of the American Association for Health, Physical Education, & Recreation*, Vol. 13, No. 3, October 1942, pp. 381-387.

Tabulated data are presented from a study of lunch periods in 280 medium-sized schools in 18 states. Though the article does not deal directly with activities of the lunch period, certain basic understandings relative to noon activity programs are discussed.

Thompson, Lawrence C., & Machling, J. J., "Noon Hour Programs," *Clearing House*, Vol. 14, April 1940, pp. 492-494.

A combination of two separate articles presenting two different types of programs for the noon-hour in high schools. In one, there is an emphasis upon a wide assortment of games; in the other, games, hobbies, and special interests are utilized. The plans leading to the present programs, activities, and outcomes are discussed in both instances.

Tilton, Jack S., "The Organization of a Noon Movie Program," *Audio Visual Guide*, Vol. 21, No. 3, November 1954, pp. 32-34.

This article is a condensation of a master's thesis. The study was confined to Oregon high schools. A questionnaire was distributed to high schools in the state and the conclusions are based on 50 returns. Film selection, facilities, equipment, operation, finance, and administration are discussed.

It Takes Planning

F. F. BRIDGES

*Executive Secretary
Tennessee Secondary School
Athletic Association
Trenton, Tennessee*

Much of the success of any kind of public program depends on how smoothly it moves. This is certainly true in regard to our football games. Many people are involved and unless the principal or a faculty manager gives considerable time and thought to coordinating the various activities the game will not go off as it should.

There are still host schools that have no definite time for the playing of the national anthem. Sometimes the band strikes up the music while the captains and officials are in the center of the field for the toss; sometimes just after the toss when both teams have huddled around their coaches for the last minute instructions; and sometimes even after both teams have lined up and are awaiting the referee's signal for the kick-off. This part of the program should be conducted with seriousness and dignity. The band director cannot do this assignment in a satisfactory manner unless he knows the exact time the national anthem is to be played.

Football fans enjoy the splendid performances of the high school bands at half time. Good music and skillful marching appeal to young and old alike. But this program must be fitted into the whole so that there are no delays. There should be a definite understanding long before band performances are planned about the time allotted to the visiting band and to the host band.

Likewise, there is need for careful planning in regard to handling the crowd in an efficient manner. There are still host schools—they get fewer each year—that make no provisions for extra ticket windows or advance sales in order to handle the fans who crowd in to see the big game of the year.

There are still places where no one opens the exit gates or where only one gate is unlocked and the crowd must push through a small space when they could have left the field faster and much more comfortably had someone been on the job to see that the gates were open.

The right man on the public address system is just as important as good players on the field.

Many visiting fans base their opinion of the host school and town on the manner in which the public address system is handled. This is not a job for an immature person or for an ardent fan who uses the public address system to cheer for the home team. A public address system can make a great contribution to the enjoyment of the game if properly used, but if it is to be turned over to just anybody who will do the job it is probably better to dispense with this service.

And so it goes! Policemen at the game, doctor on the bench, clean stands and rest rooms, fence around the playing field, playing field

marked off in five yard lengths, chain, box and yard line markers in good condition, student host for officials, efficiently operated refreshment stands—it takes all these things and many more to make a football game move off as it should. Someone must do the job of tying it all together.

How well this work is done over the years makes a big difference in what visiting fans think of the school and community—and what is more important, in the attitude of the students in the school toward order, efficiency, and cleanliness. (First printed in Tennessee Secondary School Athletic Association News)

Physical education programs should provide opportunity to develop exercise, team membership, competition, sportsmanship, leisure, potential athletes, etc.

A School Administrator Looks At Physical Education

“WE DIDN'T HAVE ANY PHYSICAL EDUCATION today because some of the kids were talking during arithmetic, and the teacher made us stay in the room.” This quote, by a fourth grade daughter, was in reply to a regular dinner table inquiry as to how things had gone that day at school.

Unfortunately this is the type of situation which happens all too frequently in some schools. Instead of being recognized as a regular and important part of the school curriculum, physical education is looked upon by many teachers and students alike as a sort of reward for acceptable classroom behavior during the academic day.

Being a school administrator with a physical education background, the writer recognizes the importance of having a good physical education program if, as we say in educational circles, our aim is to really educate the total child. However, the writer also recognizes that physical education has less stature in the eyes of many educators and the lay public than any other subject within the school curriculum. Even more disheartening is the fact that among those who accept physical education as a desirable part of the total school program there seems to be little conception of what constitutes a good physical education program.

The writer suggests it is high time that educators in general, and physical educators in particular, do a little soul searching if physical edu-

cation is ever to achieve the high status it deserves.

Let's see if we can't discover why it is that physical education is regarded as the bastard child in the education family. My observations, and they have been extensive, have led me to believe that as the general rule, there are three types of programs of physical education, which in the majority of instances, are being offered in our public school systems today. They are:

1. The glorified recess where the only function of the physical education teacher is to hand out the various pieces of play equipment. Students are then allowed to participate in what some educators glowingly refer to as free and expressive play.

2. The stereotype or football, basketball, baseball type of program. This is the type of program which without a doubt predominates in the majority of school situations. Football in the fall, basketball in the winter, baseball during the spring. The presentation may vary from the instructor simply handing out the necessary equipment and playing the role of an impassive onlooker to that of a thorough bigtime coaching job in the three above mentioned sports.

ROBERT J. NAREAU

Principal

North Avenue School

Del Paso Heights, California

To repeat year after year these same activities makes as much sense and is as justifiable from an education standpoint as would be having Mexico, Canada, and the British Isles make up the social studies curriculum for each grade level in the public school system.

In a recent survey made of sixty-one schools in Sacramento (California) County Schools, school administrators were asked to check a list of physical education activities which made up a part of their regular school program. Sixty of them indicated that the spring semester activity consisted of baseball or softball. Fifty-eight said that the winter program was devoted to basketball, while fifty-one of them checked football as the activity their groups participated in each fall. Bear in mind that this is not the school athletic program which we are discussing, but the program in physical education, which is a required course of instruction for all students.

3. The so-called enriched program is where on five different days of each week the student is taught five different activities usually covering such areas of physical education as team sports, individual sports, and rhythms. While this type of program may be a small step in the right direction, I seriously doubt that there is any more continuity or retention by the student than there would be if the teacher of Social Studies were to devote on the five days of the week material on five geographical areas.

Now let us look at the current philosophies, or lack of the same, which are present in the field of physical education today.

1. Just recently the author heard a college instructor, in teaching a group of prospective public school physical education teachers, make the statement, "The primary reason for physical education in our schools today is a physiological one." In other words, in this teacher's mind, and in the minds of those prospective teachers whose opinions she was formulating, the chief justification for physical education was physical exertion.

If we are to defend the existence of physical education in the public schools system as being a method of allowing students to work up a sweat then the student's time and the taxpayer's money are being completely wasted. Anyone who is at all familiar with the daily activities of a normal American boy or girl realizes that they obtain all of the physical exercise they need in their daily play activities exclusive of school time.

Then, too, each school day is punctuated with recess periods which more than adequately serve this purpose.

2. Then there is the school of thought which says physical education belongs in the school curriculum because it allows teaching good sportsmanship under competitive conditions. Possible, but so would a spelling bee which, in turn, would improve the students' academic standing, which obviously is also a current need.

3. There are those who would have you believe that the chief worth of the physical education program is one of social development. While the social development of school children is certainly a necessary and a worthwhile goal, and while physical education helps further this goal, so would a daily tea party at but a fraction of the cost and time. So to my mind, we cannot justify the current physical education program simply on the basis of the social development which it provides.

4. Yet another philosophy of the physical education program states that the main reason for teaching physical education activities in the public schools is for the carryover value which they provide in teaching students worthy uses of their adult leisure time. Here, in theory, is certainly a worthwhile objective; however, when considering our present football, basketball, baseball, type of curriculum, it is a little difficult to envision the forty year old businessman, with time on his hands, calling up and assembling twenty-one of his friends for a rousing game of football.

Let's for a moment examine the background and qualifications of the teachers entrusted with the task of teaching the physical education class. Except in those rare instances where a trained physical educator is specifically employed for this piece of work, the job falls to one of two types of individuals.

1. The ex-college or high school athlete whose background as far as physical education is concerned is usually limited to his having been a member of a school football team sometime during his life.

2. The regular classroom teacher who in many instances has no background and even less interest in physical education.

Still another weakness in the present physical education structure is the fact the physical educators seem either to have no concrete convictions of their own, or if they do have, have no courage to defend them. We, in physical educa-

tion, are ever ready to succumb to the whims and desires of outside agencies.

Let some military authority make public the fact that the physical condition of the American draftee is inferior to that which exists among soldiers of a rival country and immediately the whole physical education program is geared to proving that the American boy and girl is capable of doing as many chin-ups as his German or Russian counterpart.

Way back in 400 B.C. Zeuxis said "Criticism comes easier than craftsmanship." So rather than place myself in a position which would have been distasteful to Zeuxis, I will expound on a philosophy which I feel is the panacea of public school physical education. Taking my areas of criticism in the order in which they appeared above, first, what is a good physical education program?

The first and most important criterion of physical education just as any other part of the school curriculum must be to educate. If an activity, or a subject, does not achieve this end, then it is unworthy of a place in the school program. Instead of any one of, or a combination of, the three types of programs listed earlier in this article, none of which incidentally I feel fills this primary prerequisite, I would substitute the *unit* method. That is, each physical education activity would be taught as a separate and distinct unit. A unit period would be six weeks in length and the material covered would include:

1. The history of the activity
2. A knowledge of the rules
3. Fundamentals
4. Play situations
5. Competition
6. Appreciation from a spectator standpoint
7. Testing program

All classes would be coeducational in makeup. The unit method would first appear on the fourth grade level and continue throughout the secondary school. A repeat unit would appear every fourth year. So that if volleyball were the first unit on the fourth grade level, this same group of students would again receive instruction and participation in volleyball on the seventh and the tenth grade level.

Each succeeding unit on the same physical education activity would be a little more thorough and complex than the previous one. Under this type of unit philosophy it would be possible in the three year span with the average thirty-six week school year to enrich the child's educational background with eighteen rather than

the customary three physical education activities before there was a repeat on any one of them.

The eighteen activities which I would include in the program are as follows:

Grades 4 - 7 - 10

Softball	Gymnastics and tumbling
Track and field	Swimming
Soccer	Folk dancing

Grades 5 - 8 - 11

Football	Tennis
Volleyball	Basketball
Field hockey	Social dancing

Grades 6 - 9 - 12

Badminton	Baseball
Golf	Archery
Bowling	Lawn games (with one week devoted to each of the following activities: Croquet, shuffleboard, deck tennis, horseshoes, table tennis, handball)

Many are the hues and cries of anguish which would go up at the mere suggestion of this type of program. Too expensive. We don't have the facilities. Too difficult for elementary children. These and a hundred others are among the feeble excuses which the stagnant in education will raise. Actually the expense of such a program is negligible.

At the North Avenue Elementary School of the Del Paso Heights (California) School District, we are at the present time conducting this program in physical education on the grades four, five, and six level. We are a part of a school district which has an assessed valuation per child of approximately \$1200.

We rank among the more impoverished school districts in the state of California. Obviously, there is little available in the way of funds other than for the bare necessities. However, through the following devices we have managed to obtain everything we need in the way of equipment to successfully maintain this type of program:

1. Improvising and constructing equipment by students, staff, and community members.
2. By borrowing such pieces of equipment as unused golf clubs, tennis rackets which have long been stored in the attics of our parents and members of the community.
3. By supplementing what money it is possible to obtain from the general fund with fund raising activities by our Student Council.

In the way of facilities all we had to start with was a large, bare playground and an outdoor basketball court. Using the same media

mentioned above, namely ingenuity, resourcefulness, student, staff, and community cooperation plus a lot of hard work, we constructed a tennis court, badminton courts, set up bowling alleys in our hallways, built what passed for a nine hole golf course on the playground and secured the use of a private swimming pool within the district.

Baseball and softball backstops were built, shuffleboard courts were painted on the cement walks, and croquet courts were set up on the school lawn. At times, we found ourselves with little more than a handful of flour to outline a court and piece of string to serve as a net, but nowhere along the line would we compromise our convictions or lower our aims.

To those people who would say, "Children of the elementary grades do not possess the coordination and maturation for this type of program," our only answer is that it's working for us. Of course, one has to realize that when you teach such highly skilled activities as golf, tennis, or badminton to elementary school youngsters you are not going to obtain championship results; but then, fourth grade champions have never been one of the aims of our physical education program.

To the critic who complains, "How in the world can you justify teaching football to girls, particularly on a coeducational basis?", our answer is that girls can be taught such fundamentals of football as passing, punting, place kicking, pass receiving, centering, and running in the same fashion as a boy would be taught.

Naturally, it would not be wise for a girl to participate in blocking, or tackling or in actual game competition either with boys or with other girls. However, football as a spectator sport has a terrific impact on the American way of life, and the girl who is a part of a coeducational class must certainly value from a standpoint of acquiring knowledge and achieving a true spectator appreciation of the game.

Millions of women attend football games each fall and with the advent of television countless thousands of others are having the game brought into their homes. Their enjoyment of the sport will certainly be enhanced once they find that they know an end run from an end around.

As to the improvement of the preparation of personnel assigned the job of teaching physical education classes, I would make the following recommendations:

1. Schools should be encouraged to hire regularly qualified teachers of physical education.

2. In-service techniques such as workshops and study groups should be conducted by a competent person in the field of physical education to better equip the present classroom teacher with no physical education background to more competently teach his group if the above recommendation is impractical or impossible.

3. Schools should be encouraged to provide the teacher of physical education, whether it be a regularly qualified physical educator or the classroom teacher, with teaching guides and handbooks of physical education activities so that the day by day program is clearly outlined and expressed for them.

In regard to the philosophy of physical education, I believe that we in school administration and in physical education should work toward a more uniform and generally acceptable type of philosophy and stay with it regardless of outside interest or other pressure groups. We must use as the main criteria for our program the fact that it be educational as well as physical.

The program which I have outlined above would serve the following purposes and fill the following needs:

1. It would adequately satisfy the physiological or "work up a sweat" school of physical educators.

2. It would provide opportunity for team membership, competition, and the developing of good sportsmanship traits for all students and not just a talented few.

3. It would provide each student with a variety of physical educational and recreational experiences, with which he can make intelligent choices in regard to his student and adult leisure time interests and pursuits.

4. With this early emphasis on fundamental skills and competition the program should provide the athletic minded, and the members of the coaching profession with a much more talented and highly developed group of potential athletes.

As I have stated beforehand this program is working for us on the elementary level. Our greatest desire is to convince the schools on the junior high and high school level that this program is worthy of being continued by them. When this occurs I feel that the results obtained will speak for themselves.

An experimental project in elementary training of junior high school students in the basic principles of dental technician work is interesting and practical.

Extracurricular Dental Instruction

TOOOTH DECAY IS QUITE PREVALENT in many localities. This is especially true in Seattle. Consequently the introduction of a preliminary course of instruction in dental hygiene seemed a logical one. As a result, two junior high school science teachers who had formerly served as army and navy dental technicians, decided to introduce a course of dental hygiene technique in the public school. Wilbur Daniel, Principal of Alexander Hamilton Junior High School, is a progressive educator—always alert to any new ideas which might stimulate interest in exceptional pupils. With his permission, this new venture was accordingly organized and carried into practice.

The original plan was merely to hold a series of four one-hour sessions one day a week after school, and to limit the attendance to fifteen selected pupils. School service credit was to be allowed. However, the preview display of loaned dental laboratory equipment in the school's several showcases resulted in attracting a large number of interested prospective "dental technicians."

Several Seattle dentists evidenced their interest in the project by loaning us a wide assortment of dental equipment for class use. This required a bit of research on the part of the two former dental technician instructors. One dentist even went so far as to include X-rays and films from his private chamber of dental horrors to be shown to the class.

A large prosthetic dental laboratory also responded to civic appeal by loaning us mixing paste, impression wax, dentures in varying stages of construction, and many other tools of the

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and
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Seattle 3, Washington*

trade. In truth, we had on hand much more material of the visual teaching aid type than we could possibly handle in the scheduled four sessions.

The last session was to be a class visitation to the commercial dental laboratory to enable the students to see the previously taught techniques actually in practice. In the following pictorial outline, we shall attempt to present the result of this experimental course.

It is hoped that some of the teacher readers might be interested in introducing a similar course in their schools. If such be the case, we shall be glad to forward to you upon request the self-explanatory dental charting sheets as well as any additional information desired.

It is not necessary that you have had any previous technician training in order to conduct this elementary study. A little outside research and the cooperation of your local dentist are the only prerequisites.

Session 1

Charting of Teeth—We adopted the U.S. Navy system which is very simple to follow and can be taught in one session. Each pupil had before him or her a mimeographed copy of the U.S. Navy Charting System. A detailed explanation of the five symbols: M, D, E, O, I,—medial, distal, external, occlusal, and internal surfaces of teeth was given. The first session was concluded by the pupils pairing off and examining each other's teeth. Dental explorers and bino reflecting mouth mirrors were used the same as those in professional dentistry. A sterilizing solution was on hand to sterilize explorers and mirrors between oral examinations.



Session 2

X-ray Reading and Films—Dental X-rays, "hypo" solution, timing clock, and techniques of taking full

(A joint experimental project in elementary training of junior high school pupils in vocation of dental technician work.)



Examining Classmate's Teeth.



unusual dental decay and oral diseases from private files of dentist. These films covered some of the worst possible stages of neglect and advanced decay imaginable. Osteomyelitis, pyorrhea, and Vincent's infection, etc.

Session 3

Impression Taking—An assortment of dental impression trays plus mixing bowls with plaster. Students first tried their skill at mixing plaster properly to avoid air bubbles which would produce a faulty impression. Finally they actually use the plaster mix in the impression trays on each other. Several quite good full mouth impressions were achieved, although the majority resulted in something of an oral mess. However, the experience of actually working with their hands seemed a constructive one. Biggest problem was in the plaster mixing which overflowed on pupils, teachers, and classroom floor.



Session 4

Filling and Extraction—A display of various types of extraction forceps used for incisors, bicuspid, and molars as well as impacted wisdom teeth were shown. Particular stress laid upon the four upper bicuspid as most dangerous teeth in mouth. Their proximity to the floor of antrum (sinus) makes their pulling an exceptionally dangerous one. Special extraction forceps used. Brief demonstration of mixing mercury and amalgam to produce the "silver" filling. Porcelain, hygienic bridges, partial dentures, fixed bridges, pivot teeth also shown and explained. Dental burs of various types, prophylaxis cups and brushes, and hand drills shown and discussed. Dissection of a tooth to show prismatic arrangement of enamel rods, dentin, and nerve pulp chamber performed.

Session 5

General Review—This was the last class before the final class visitation to a commercial prosthetic laboratory. Brief review of main points observed and talked about in four sessions. Detailed preview of what pupils are to look for in their dental laboratory visit next week. The more difficult phases of dental prosthetic work such as gold work techniques, setting teeth in wax, casting dentures in final mold before oven process, etc. All the techniques not covered in the previous instruction periods are emphasized.



Session 6

Laboratory Visitation—Conducted by prearranged interview with head of dental laboratory. Pupils allowed

last period of day for this purpose. Total visitation at laboratory not to exceed one hour. It was most gratifying to discover just how much real knowledge of the subject resulted from the combined lectures, practical class work, and laboratory visit. The course proved so successful that plans are being made to continue it each year as a part of extracurricular school work. Since the academic course for a registered dental technician requires only two years of study beyond high school, it has a wide appeal for many pupils not in a position to embark on a regular four year degree college course. Dental technicians are largely girls. However, the closely related field of dental prosthesis which requires no actual formalized course of study is almost 100 per cent male.



This gives both the girls and boys a definite objective. A recent survey revealed a pressing need for both trained dental technicians and prosthetic laboratory technicians. On the basis of this national report, the value of the elementary course of instruction should be evident. The art department in your school can draw the stencil of the U.S. Navy Charting System for running off as many copies as you need, your local dentist and laboratory will be happy to supply you with old X-rays, burs, etc., for class use.

All you need is a little personal research at the public library to familiarize yourself with terminology and you are involved in an experimental undertaking which will prove to be both interesting and instructive to pupil and teacher.



Abrasive Test
Toothpaste



Starch Test
Toothpaste

Materials: Several brands of common toothpastes from the best to the cheapest grades. Clean microslides.
Procedure: Smear paste evenly and firmly over section of the slide. If available use a rubber finger cot over tip of finger. After careful spreading of paste, wash off the paste with water.
Result: Examine washed slide for lines or marks of abrasive. Compare the abrasive marks left by various pastes. Eliminate those which show greatest abrasive qualities. Any toothpaste which leaves too many abrasive marks could also damage enamel.

Materials: Several kinds of toothpaste, clean microslides, iodine, eyedropper.
Procedure: Place sample of toothpaste on a clean slide. Use eyedropper to put drop of iodine on paste.
Result: Examine to see which toothpaste turns blue or violet color to indicate presence of starch. Eliminate these as inferior brands which actually feed bacteria of decay.



CHARTING THE TEETH

U.S. Navy Method

Key for Charting

Meaning of Symbols

M—refers to the median line of the mouth which runs between teeth No. 8 and No. 9 of upper jaw, and teeth No. 24 and No. 25 of lower jaw. Toward this line:

D—refers to cavities which are located away from the median line.

I—refers to cavities located on the inside surface of teeth.

E—refers to cavities located on the external surface of teeth.

O—refers to cavities located on occlusion surfaces (chewing area) of teeth. *O* cavities can only occur therefore on bicusps and molars.

The above information should be sufficient to enable you to correctly place the cavities named by the teacher in their proper surface area. For example a cavity designated as MODIE No. 30 would include all five surfaces of the tooth involved.

EDITOR'S NOTE: Mr. Gantert and Mr. Hunter are quite proud of the results of this experiment. They will be glad to furnish further information, list of needed equipment, etc. to any teachers who are interested in promoting similar projects.

An active state organization can provide guidance, informative programs, meetings—promote initiative, greater participation, raise standards of achievement.

New Jersey Collegiate Press Association

"TO ENCOURAGE AND PROMOTE HIGHER STANDARDS of journalism and to further intercollegiate relationships among college publications in the state"—these are the purposes of the New Jersey Collegiate Press Association (NJCPA) which was founded at Upsala College in November, 1952, by the National Student Association. Thirteen institutions of higher learning became charter members of the Association, which now numbers more than twenty members. The NJCPA has a constitution and is governed by a board of student officers and an executive secretary, who is a faculty member and serves for a period of five years.

The Association sponsors a contest for the best editorial, sports story, news story, and feature article written during the current college year. The student committee prepares the rules of eligibility and the criteria for selection and submits the entries to a board of professional journalists of the New Jersey Press Association. At the final meeting of the year, citations are presented to the publications submitting the best entries.

The Association has also prepared a style book to be used by student reporters and editors. It plans to hold a joint meeting with the high school editors to assist them in their journalistic problems. The member colleges have agreed to serve as a pilot group to complete a publications-and-public relations questionnaire, which is spon-

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sored by the Committee on Student Publications of the National Council of Teachers of English.

The NJCPA meets four times a year—October, January, March, and May. Its last meeting is a social meeting when the annual newspaper awards are presented. At each meeting another college acts as a host. To date, ten colleges have admirably served in this capacity. They make the arrangements for registration, the program, the critique, the guest speaker, and the social hour. Students handle these details completely, receiving guidance from their faculty sponsors. It is interesting to note that over one hundred students from eighteen colleges attended the fall meeting at Drew University.

A typical program follows:

DREW UNIVERSITY

Welcomes

THE NEW JERSEY COLLEGIATE PRESS ASSOCIATION

Program

11:00-12:00	Registration—Brothers College Foyer Display of publications
11:30-1:00	Luncheon at the refectory
1:10-2:10	Regular business meeting of The New Jersey Collegiate Press Association— Brothers College Chapel

- 2:15-3:10 Guest speaker: Mr. George C. Williams, *Morristown Record*
- Workshops:**
 Editors-Advisers: A. J. Parillo and Father Horgan, Seton Hall University, Room 104.
 Features: Beverly Simonson, Drew University, Room 101.
 Photography: Raymond Fehrenbach, Newark College of Engineering, Room 102.
 Yearbooks: Robert Ancmon and Ian McCelvie, Montclair State Teachers, Room 117.
 Literary Magazines and Handbooks: Rosamond Miceli and Beverly McCarthy, College of St. Elizabeth, Room 118.
 Sports: Frank DeRosa, St. Peter's College, Room 120.
 Make-up and Layout: Elaine Vislowsky, Paterson State Teachers, Acorn Office, Room 106.
 Business Management: Joseph Morano, Seton Hall, Room 119.
- 3:15-4:00 General Critique — Brothers College Chapel
- 4:00-5:30 Refreshments and Tea Dance—Lounge, New Men's Dormitory
- 8:30 All delegates are invited to house parties at the women's dorms. (Supper at the refectory from 6:00).

The editorial of an edition of the *Morristown Daily Record* stated the following concerning the NJCPA before its fall meeting at Drew University:

An enlightened student press is more important to the welfare of the American college and university campus than any other student extracurricular activity. The reflection of student trends can be done meritoriously by an enlightened press.

The NJCPA

1. Gives students an opportunity to work with others in groups and committees.
2. Affords students the opportunity to visit other colleges.
3. Introduces students to professional journalists.
4. Instills in the students a code of ethics for college publications.
5. Promotes an *esprit de corps* within and among the staffs of college publications.
6. Allows students to assume the role of workshop leaders and to instruct the group.
7. Exemplifies the freedom of the press.
8. Enables students to evaluate their work and to accept criticism.
9. Helps to present the various problems of college publications.

10. Offers possible solutions to these problems.

11. Aids students to become acquainted with other college students.

12. Presents students an opportunity to develop social competence and poise among other students.

Concerning the Association, one editor stated:

I have found membership in the NJCPA a stimulating experience. It offers the opportunity to come in contact with some of the most interesting and most representative students from New Jersey's colleges and universities, and further, provides a common meeting ground on which these students may exchange ideas to the advantage of all concerned.

Another editor wrote:

Within the scope of journalism every writer is limited by his personal ideas and background as to what creative writing he may do. By association with the NJCPA, writers and editors have an opportunity to intermix their thoughts which in turn opens new literary horizons to them. Only through such an organization can these aims be achieved.

Library Work in a Junior High School

JOYCE MURPHY

Lawrence Junior High School
Lawrence, Kansas

"I cannot live without books."

Thomas Jefferson, in a letter to John Adams; 1815

Today there are many students of junior high age who must believe Jefferson's saying. To satisfy their want of wisdom and enjoyment, they read a great deal. Thus, many, many books are continuously checked out of the school library. This, of course, spells work for the librarian and her assistants.

To begin with, one of the primary jobs of the library assistant in a junior high school is the checking out of books to the students. This involves such routine tasks as stamping both the books and cards and collecting overdue book fines. At the end of each day the library assistant has the job of taking circulation; that is, making a record of the number of books in each class checked out during the day.

Checking in books and shelving them are two other necessary jobs for the library assistant. The library assistant should be acquainted with the library in which he/she works to be able to serve as a guide and a source of information about the books and the other services offered by the library.

As students continually check out books, the

cards soon become full. Thus, it is necessary to make out new cards frequently. Book-mending is another necessary duty.

New books which the library acquires must be classified, accessioned, and put through several processes before they are ready to go into circulation. The catalog cards and the shelf list cards of the new books should be put in their respective places. Current magazines need to be checked in.

The library assistant may help in putting up bulletin board displays.

Of course, at the end of the school year when all books have been checked in, inventory is taken. Library assistants help the librarian with this large task.

The jobs of a student library assistant are performed at a time other than during class. And they are not really tasks, for helping in the library is fun, as the writer knows from experience. Students come in contact with a large

number of people and as a result, make many new friends. Also the jobs are varied. You never know exactly what to expect in the course of a day's work, and little things to do are always popping up.

In Lawrence Junior High School we have something unique in activities, known as the Library Aide group. Students may qualify for initiation as a Library Aide by performing various library duties, including shelving a minimum of three-hundred books, followed by a comprehensive examination over library science and the general routine of the library. A Library Aide assists the librarian. He/she represents achievement and is worthy of the title "Library Aide."

Jefferson's saying is certainly true of junior high students and nowadays the librarian needs several assistants to keep the library running smoothly and efficiently so it may serve all the students and faculty.

Our educational program can be more meaningful—more enjoyable—when balanced by a study program, cocurricular activities and boy-girl friendships.

Boy and Girl Together

SOCIETY IS MADE UP of two kinds of people. One kind is called mister and wears trousers; has his hair cut short and likes rough games and outdoor activities. The other kind usually has longer hair, wears dresses, is less rugged in appearance and action, and is called Miss or Mrs. The first kind of person is called man, and the second kind of person is called woman. Before people are called men and women, however, they are called boys and girls.

Boys and girls are powerfully attracted to each other. This attraction, if understood, and approached with a wholesome point of view, will influence their lives for happier living. A person who presents his best self physically, mentally, and spiritually, and seeks the good of others, not just himself, will find this attraction leading to friendship. Friendship leads to love, and love leads to marriage; so the first thing one knows, a new family is started.

All of us received love, protection, and the influence of home and family life from parents. The heritage of the past comes down through new families to the future. In seeking to fulfill the responsibility of a man or woman who will

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Department of Public Instruction
Raleigh, North Carolina

head a family of the future, have you ever looked at yourself? Have you really tried to determine the impression you make on others of the opposite and of the same sex? Are you courteous, considerate, trustworthy, loyal, sincere, and generous? Popularity pointers would include these as well as a pleasant appearance, clean and well groomed as to person and apparel.

Pleasant conversation which implies an interest in others, and a willingness to listen intelligently as well as to chatter amusingly, is also high on the requirements for personal popularity. Good manners and consideration of others are a must in every list of desirable traits for boys as well as for girls.

This attraction that boys and girls feel toward each other leads to a practice called dating. Every date isn't a grim business, so ease up on the "do or die" attitude. Look around and be friends with a lot of people because dating is

preparation for choosing a marriage partner. It is dangerous to adopt the "you belong to me" attitude. You might just miss out on a good thing later.

When a fellow asks for a date, be prompt to accept or refuse. No excuses are necessary but you can always leave the door open for another request by some such remark as "I'm sorry but I just can't do it this week." The fellow needs to let the gal know what sort of date he wants—walk, dance, bowling, or movie. She might not want to wear that tight skirt on a hike, fellows, but you both will want to dress appropriately for every date.

Don't break a date to go with another date. You never know whom you are going to see these days, and the wrong move can result in the end of a beautiful friendship. Dates are a 50-50 proposition, and it takes work to be popular, so smile, be pleasant, don't fish for compliments, play hard-to-get, or be preoccupied with your own appearance. Keep the conversation going, but avoid interruptions, loudness, exaggerations, and slinging a line. When the curfew hour set by your parents approaches, take care, for you want to keep the privilege of dating.

Girls set the stage for the good-night kiss or the petting party. It is generally recognized that the desire to show affection by caressing, hugs or kisses, and the desire to respond are perfectly normal for all boys and girls. Most youth want help in setting standards.

Knowledge of facts about sex is not enough. There must be a code on how to apply facts to lives. Parents may want to help youth in this regard but may find frank, unemotional talk difficult. It is often easier for youth to go to the school counselor, the family doctor, or their pastor.

Some girls feel that petting is necessary for popularity. Petting is a result of needing to be loved and wanted. It is a means of proving to ourselves and others that we are wanted. It is necessary for all to keep these emotions and desires within bounds and under control, for unless sexual experiences are accompanied by real love, respect, shared interest, companionship, security; and these are found only in marriage, they are unsatisfactory experiences. They will result only in strong feelings of guilt, remorse, fear, and insecurity.

Setting one's own code of behavior isn't always easy, but think in terms of what you want from life for yourself and your children.

What kind of person do you want to be? What kind of person do you want to marry? What is self-respect, and is the respect and esteem of others important? Do you want to injure anyone socially or otherwise? Do you want to exploit or take advantage of another for personal gratification?

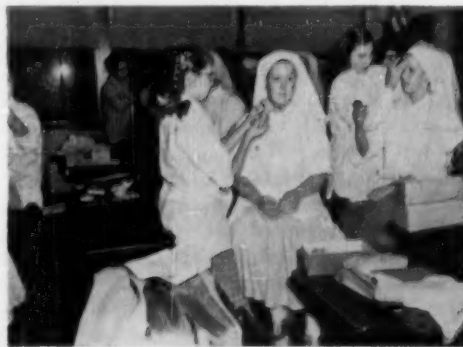
Perhaps these questions will serve as a guide on relationships with the opposite sex. Will my actions leave me and those associated with me with a feeling of self respect? Am I satisfied with this behavior viewed in the long run? Am I being fair with all who may be influenced by what is done? Will my behavior harmonize with the social standards I desire for my parents, sisters, brothers, and my children?

Finally, pick your mate carefully. You will be with him for a long time, for "We're boy and girl, and lad and lass, and man and wife together."—(From *Ballad of Human Life*—T. L. Beddoes)

The Makeup Committee

*Alexander Hamilton Junior High School
Seattle, Washington*

The Hamilton Makeup Committee applies the stage makeup for all school plays and dramatic functions. Each year these girls are given a thorough course of training in the art of cosmetics for theatrical productions. Their biggest single job is the annual school Talent Show, which employs a cast of more than 200 "actors" and "actresses." Their efforts put the final finishing touches on the performance. Though their work is a "behind the scenes" variety, their important task is appreciated by students and faculty members alike.



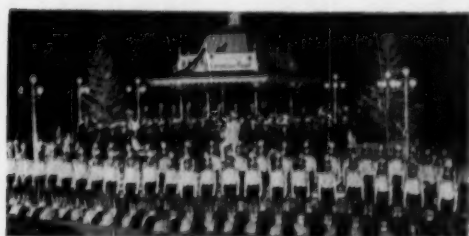
Presto, chango

Colorful entertaining performance is assured if band and drill team, elegantly uniformed, plan and work together in organizing and presenting programs.

A Transcendent Cooperative Activity

COLORFUL AND WELL-EXECUTED PERFORMANCES grow from Band and Drill Team working closely together. Prime factor is the attitude and cooperation of the two directors.

Generally, the more students in a performance the more colorful it may be; and, the larger the number of people in the community who will have a direct interest in this phase of the school program.



With the Drill Team as an auxiliary unit, more variety of performance is possible, interest increases, and students learn additional skills—which, in a smaller organization, would not be possible.

Let us analyze more clearly what having an auxiliary unit will mean to different size bands.

1. For the small band (20 to 40) the auxiliary unit actually makes it possible for the band to engage in marching activities at half-time.

2. For the middle sized band (40 to 60) the unit will make it possible to perform "big time" football shows (i.e. published or printed shows calling for a 60 piece band.)

3. For the large band (60 to 100) the added units give the "spectacular" touch to each band show.

Football in the high schools of today has gained an important part of "student life" activities in the fall. It behooves every instructor, then, to help encourage as many active participants in the game as possible. Besides the team, the band, the song and yell leaders, a large girls' drill unit is a desirable addition. The high school

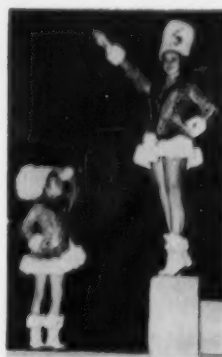
KAY TEER CRAWFORD
Director of Girls Drill Team
Santa Monica City College
Santa Monica, California

band director who encourages the formation of such units will find his problems of half-time activities lessening instead of increasing. The director of the girls' unit will assume duties and responsibilities formerly on the shoulders of the band director. She will take care of the training and coordinating of all baton twirlers, flag twirlers, as well as the pompom girls. Also, on trips it assures the presence of an interested woman to meet "girl problems."

Basically there is no great difference, from the band director's point of view, in working with or without an auxiliary unit. The band director still has the specific job of training his

group to play the music well and present a creditable job of marching and maneuvering on the field. In general this procedure may be followed:

1. Plan the stunt
2. Prepare the music
3. Practice the routine
4. Patch the whole stunt
5. Perfect the whole stunt
6. Perform the stunt



1. Plan the stunt

After attending summer clinics, conferences, workshops, and doing extensive research in music houses, the band and drill team directors meet to form tentative plans for the season. Each game is considered and a general plan agreed upon. (This will be a Halloween show, the next, an animated stunt; or in this game we will use a military type of drill, etc.)

As the weeks roll by, each show is dealt with in detail. The two directors share collected ideas—rejecting and sorting. It may be necessary for

the band director to write special arrangements for his band, since many popular songs that lend themselves to routines are not in print for band or only a poor arrangement is on the market at the time.

The directors plot or chart the stunt for the band and drill teams. Each director will interpret the stunt to his group. (Use of special charts, magnomen, etc. is helpful to the beginner at this stage.) By Monday of the week of the game, the stunt is mimeographed and copies made for the band and the drill team.

2. Prepare the music

Each group must prepare separately before they come together for the stunt. The band works out the music and the girls their special routines. Care must prevent one group standing and waiting while the other works on individual details. A tape recorder is valuable; music should be available for the drill practice on Tuesday.

3. Practice the routines

Together the groups go through stunt and music slowly and carefully the first day. The real success of this first practice together depends upon how well the instructors have anticipated the problems and how well they have interpreted the plan.

4. Patch up

Patching-up must be done by each group separately. Usually the band finds it necessary to review or work on a certain passage in the music; drill team will need more work on pompom routines, dance steps, or difficult maneuvers.

5. Perfect the whole stunt

Now the groups are brought together to perfect the stunt. The "part-whole" and the "whole-part" method of rehearsals are used in this stage, but the "whole-part" method is suggested as more progress is realized.

6. Perform the stunt

The presentation itself involves all six steps again as the group is prepared for the show. The two directors should have a brief review of any last minute changes and the groups should have a "mental rehearsal" immediately preceding the performance.

Here is a suggestion for the preparation of a half-time show.

Friday—Final preparation of the stunt on the "drawing board." Band director submits a stunt from his student planning committee and the drill director submits a stunt from her student planning committee. Both select parts of each for the final plan. The music is selected and the stunt sequence worked out. (The football team's status may influence the planning of the drill).

Saturday—The band librarian gets the music set for the next show. The director can order or pick-up any extra music that is needed for the show.

WEEK'S ACTIVITIES

BAND	DRILL TEAM
<i>Monday</i>	
1. Pass out individual folders	1. Business meeting
2. Work on Music	2. Last performance discussed
3. Comments on the last show	3. Meeting of officers after school
4. General explanation of this week's stunt	4. Flags, batons, song leaders practice after school
5. One hour rehearsal on the music after school	
6. Cut a tape recording of the stunt music	
<i>Tuesday</i>	
1. Charts placed in student's mail box	1. Drill explained
2. Music reviewed	2. Charts passed out
3. Concentrated work on one or two numbers	3. Positions assigned for drill
4. Quick "run through" with the drill team (ten minutes into lunch period)	4. Practice of drill on marked regulation football field
5. After school right guides, drum major, and director go over the stunt on the field	5. Work on pompom routines and dance steps until each officer has checked her group for perfection
6. Whistle and baton signals are decided upon	
7. Officers have a business meeting after rehearsal	
<i>Wednesday</i>	
1. Review and work on the weak spots in music (dynamics, syncopated rhythms, releases, introductions)	1. Work on field alone humming music
2. The band takes the field and works out movements by rows	2. Review assignments and routines
3. Run through whole stunt with drum major	3. Flags and batons find their place in stunt
	4. After school each girl works on her own assignment. (The girl showing greatest improvement and perfection is given recognition.)

BAND
Thursday

1. Band and drill team work together during class and into lunch period if possible.
2. Placement is worked out and conflicts settled
3. After school the stunt is timed and any changes or additions are made at this time. (Try to get through the stunt three or four times.)

DRILL TEAM

1. The "fitting day!" Both groups work on placement of patterns
2. Officers sit in stands and watch the drill as the instructor leads the group
3. Smooth out all problems
4. Stunt definitely set as to pattern music, time, and personnel

BAND
Friday

1. Drum major in full charge
2. Run through the stunt two or three times
3. The pep band plays for the pep assembly

DRILL TEAM

1. Directors sit in bleachers and officers take complete charge
2. Drill performance is not interrupted for corrections
3. No practice after school

PERFORMANCE THAT EVENING

Next week a completely new and original drill may take form much the same way.

The efficiency of school training is enhanced through proper pupil placement, adequate guidance—and a well organized functioning orientation program.

Orientation--The Land of Ohs and Ahs!!

THE LAND OF THE OHS AND AHS is "orientation land" to the guidance minded teacher, counselor, and administrator. How many of you have heard time and time again the joyous "Oh!" or the disappointed "Ah" of a pupil entering a new phase of school life? An orientation program assists the pupil to adjustment with security in his new educational endeavor. By this definition, the reader may correctly infer that orientation comes at many different times during the school career of a boy or girl.

Orientation is not only a program for the very first days of each school year; it is also a program in which the school staff members assist the boys and girls to adjust satisfactorily to their next steps on the educational ladder. To be sure, orientation aids are given major emphasis at those places in a boy's or girl's educational life when the next step is markedly different from the preceding educational experience. Like other personal adjustments, orientation adjusting will differ from pupil to pupil.

The concept of orientation is well stated by Pregler in an article which appeared in the February, 1952, issue of the *National Elementary Principal*, "The satisfactory adjustment of a child to his junior high school experiences is dependent upon his readiness for that phase of his life. The effectiveness of 'readiness' has for some time been recognized as an important factor in learning. Its full implication has been utilized most universally in reading. We now speak of 'arithmetic readiness' and, furthermore, we recognize the need of readiness in the acquisition of any

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and
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new skill. This same need holds for those children who are about to enter junior high school from a six-year elementary school. Too frequently they are promoted into the new school without any attention to their readiness."

Usually an orientation program is considerate of the pupil's initial adjustment. This is facilitated through printed materials, such as handbooks; through school dances, through guided tours; and, too often, through a series of confusion-confirming lectures by staff members who long since have forgotten the wariness of the new—despite all of its exciting adventuresome qualities.

In this article emphasis is given to the need for orientation services and aids which help the pupil to meet the ever appearing new adjustments which occur as the school year progresses. Then, too, the student needs anew some of the orientation aids that were given at the beginning of the school year, which for want of intellectual digestion or stabilized emotions, seemed only to add to rather than to subtract from the dilemmas of newness.

How may orientation be continued throughout this school year?

Basic to any program is the principle of guidance which emphasizes the continuity of readiness evaluation of students in their manifold

educational activities. If the principle just stated is accepted, then some examples¹ of orientation are:

1. The senior advisory program a school sets up can carry through the year as a Big Sister (Brother) plan. The seniors, to whom certain ones to be "oriented" are assigned, meet regularly with their assigned freshmen or sophomores, following their needs and abilities, and being assisted by the guidance staff members in knowing when to act directly as well as when to refer them to the school counselor.

2. The yearbook negatives are an inexpensive way to introduce new students to various activities of the school. Slides can be made (with student help) and can be used repeatedly to show students the faculty they will meet, provide introduction to courses and guide them in relation to the school program.

3. A College Club, also, has meaning for the continuing orientation program. Students collect bulletins, catalogs, etc. from various colleges, discuss courses they would like to follow, plan for visits, and gain some acquaintance of what college is.

4. A "Coke Caucus" weekly, or less frequently, can be an informal discussion period about social and adjustment problems. To be effective, these should be broken down into small groups, with discussion leaders who are skilled in group techniques.

5. The home room presents unlimited possibilities for working with class groups. That "captive audience" may be led into a series of discussions entitled, "This Is Your School." New students in this way learn about traditions and standards of the school.

6. Lest the students who for one week were the center of interest feel the next they may have been "left at the altar," a talent program by them for faculty and upperclassmen could be staged.

7. Questionnaires which offer to the student an opportunity to appraise his sense of direction in the relevant school experiences are check-point guides along the educational path.

8. Observation by teachers and by the school counselors of recurring school orientation problems about which information needs to be given to the student will indicate directions for orientation action.

9. The school newspaper offers an excellent outlet for a column labeled "Do You Know?" It enhances a discussion of the local school way of living, and also helps to publicize the total guidance program.

The important point in this discussion is for someone, a committee and/or each teacher to be alert to the orientation needs of each student. Through proper orientation, there is greater assurance that the student will be more comfortable in participating more effectively in his school life.

What are you doing to make the "orientation land" more than a "land of ohs and ahs?"

Tonight's Homework Assignment—Watch Television

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Roosevelt School
Union City, New Jersey

Have you ever considered the possibilities of assigning science television programs for homework? It can be an interesting project for teacher and pupils alike. In many areas of New Jersey between 75 and 90 per cent of the homes have television receivers. Students on many occasions visit each other's homes to do homework assignments and watch TV. It will not be too difficult for the teacher to arrange for all his class members to watch a certain program. Students will find such an assignment interesting and a welcome change from the usual textbook or workbook assignment.

There are some excellent programs now being televised that can aid in science instruction at various grade levels. Those mentioned can be seen in New Jersey from stations in New York City, Philadelphia, or over our WATV, Newark. Science teachers in other areas will also find many programs of value in his location.

The elementary science teacher will find clear and simple explanations of science concepts on NBC's "Mr. Wizard" program. Kineoscopes of this program, which originates in Chicago, can be seen on Saturday afternoons. The program has presented simple demonstrations and easy to understand explanations on air and air pressure, sound, light, heat, rocks, plant growth, astronomy, and electricity. All are topics usually included in the upper elementary and general science program. The program is sponsored by the

¹ Miss Anne Jordan, Dean of Women, Savannah State College, Savannah, Georgia, assisted with some of the suggestions.

Cereal Institute, which emphasizes another phase of health and science. Getting an adequate breakfast is important to our children as well as adults. No commercial product is mentioned but basic food essentials are.

"Zoo Parade" NBC network on Sunday afternoons can be also used for the elementary level;



Zoo Parade

A trip to the zoo by TV is a valuable science experience.

On the High School level, "Medic" on WNBT on Monday evenings has presented much valuable material for high school students. Future nurses and doctors will find much value in this program and other students can also benefit from the telecast.

"Tomorrow's Careers," originating on WAAM, Baltimore, and seen over WABC, channel 7, in New York has been of assistance in showing the

but the biology teacher will find many animals studied in class shown on this telecast. A trip to the zoo is a valuable field trip—but often impossible in most locations due to the distance away.

importance of science in your future jobs. Guidance counselors and science teachers can call this program to the attention of their students.

Most stations carry weather reports as part of their regular programming. When students



Weather on Review

study their unit about weather, in general science, they can view these programs. They usually show information about temperature, air pressure, humidity, wind direction, velocity, and precipitation. These are included in the topic of weather as studied in class.

Television permits the student to see much material not usually found in the classroom or laboratory. Resources of many museums, universities, and scientific supply companies become available as material for television. Teachers should encourage their students to view the educational material available on TV. Television is an important medium of communication and its proper use can develop a better understanding of science materials and concepts.

The topic for debate to be used during the current school year may be especially significant since it could be a popular issue during a national election year.

"Should the Federal Government Adopt the Basic Principles of the Brannan Plan?"

FOR AT LEAST THIRTY-FIVE YEARS the American people have been seeking a satisfactory solution to the almost ever present farm problem. So pressing is this problem at the present time that the high schools of our country will spend the entire year debating the general topic "What Agricultural Policy Will Best Save The Interests of the People of the United States?" Since we have had our farm problem with us for such a long time numerous proposed solutions have been presented from time to time. Among these many proposals is the "Brannan Plan."

During most of the first semester of the present year, high school debaters will discuss different proposed solutions for the general topic mentioned above. Early in January the specific

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debate topic will be selected, and this official debate question will be used during the remainder of the school year. This article deals with only one of the three possible final selections for the year, namely the "Brannan Plan."

Although we cannot predict just what the final question will be we do know that it will be one of the three following topics:

RESOLVED: That the Federal Government Should Adopt the Basic Principles of the Brannan Plan.

RESOLVED: That the Federal Government Should Sustain the Prices of Major Agricultural

Products at Not Less Than 90 Per Cent of Parity.

RESOLVED: That the Federal Government Should Remove From Use Sufficient Acreage To Balance Agricultural Production.

Since we know the three topics from which the final selection will be made, we will present three articles in *School Activities* magazine pointing out the strengths and weaknesses of each topic. This article will deal with the proposal that the federal government should adopt the basic principles of the Brannan Plan.

In order to give debaters an idea of the possibilities of this particular debate question we will include definitions of the terms of this topic.

"THE FEDERAL GOVERNMENT": When the term "the federal government" is used in this debate we definitely mean the government of the United States. It must be pointed out that the government of any one or of any combination of the governments of the several states are not referred to when the question definitely calls for action by the federal government.

The Congress has the power to enact legislation that will provide for a basic agricultural policy. In the past, and especially since 1920, the Congress has passed a number of measures dealing with agriculture. Numerous other agricultural measures have been proposed and discussed by the Congress, but they were not adopted.

We must establish the point that the federal government has the power to enact any agricultural policy or program that is not unconstitutional. In this debate we are not arguing whether the federal government can adopt the basic principles of the Brannan Plan, but rather whether the Brannan Plan should be adopted.

"SHOULD": The term "should" implies that the affirmative must advocate a change from the present system of handling American agriculture to a plan that includes the basic principles of the Brannan Plan. The affirmative must show that the adoption of the Brannan Plan is either desirable or necessary or both. Since it will be very difficult to prove that this plan is absolutely necessary the affirmative will probably be wise to confine their efforts to proving that the basic principles of the Brannan Plan should be adopted because they would be desirable for the American people, and thus would benefit the entire nation.

It is not necessary for the affirmative to prove that the plan that they are proposing and defending will actually be adopted. If the affirmative

can prove that their proposed change should be made they will have established their case.

"ADOPT": The dictionary definition of the term "adopt" is to choose or take for one's own. In this particular debate the affirmative debaters are proposing that the American government should choose the Brannan Plan as the American plan for handling the problems of American agriculture.

"THE BASIC PRINCIPLES": When defining these terms we will again turn to the dictionary for definitions. "Basic" means fundamental, having to do with the essential quality of a thing. "Principles" are truths or laws on which other truths or laws, etc. are based. Applying these definitions to the combined term "the basic principles" as stated in this debate question we mean the fundamental proposals found in the Brannan Plan.

The question soon arises as to whether we mean that the Brannan Plan must be advocated and defended by the affirmative just as it was originally proposed by Secretary Brannan. Here we can say that the affirmative will be given some latitude in establishing its case. The affirmative can propose a plan for agriculture that differs somewhat from the original Brannan Plan just as long as the new proposals include the basic principles of the Brannan Plan. This means that the affirmative can propose minor changes, but no change that is fundamental or that does not agree with the main ideas presented by Brannan. Any proposal by the affirmative that alters the spirit of the Brannan Plan is not within the power of the affirmative to propose and defend.

"THE BRANNAN PLAN": In 1949 the then Secretary of Agriculture presented a proposal that has been popularly known as the Brannan Plan. The purpose of this plan was to provide a long term plan for American agriculture that would keep farm income at high wartime levels. The two general features of the plan were: (1) Loans would be made at 100% of parity on storable commodities (such as wheat, corn, cotton, tobacco, rice and peanuts), and (2) direct payments would be made to farmers of non-storable commodities in amounts needed to bring the returns of the farmers up to 100% of parity after the full crop had been sold in the open market. Parity under the Brannan Plan was to be determined by the relationship between farm prices and the cost of the things the farmer was forced to buy during a ten year period immediately preceding. The cost of the Brannan

Plan has been variously estimated all the way from \$6 billion to \$19 billion per year.

AFFIRMATIVE ARGUMENTS

In this section we will present three of the more important arguments that have been presented in favor of adopting the basic principles of the Brannan Plan. The arguments will be italicized and a discussion of the arguments will follow immediately.

Today the American farmer is facing a new financial crisis. While other segments of the American economy have been enjoying unprecedented prosperity, the farmer is caught in the squeeze between increasing prices for the things he must buy and declining prices for the products that he must sell.

We have had a serious farm problem off and on during the last thirty-five years. Actually it was a long period of distressingly low prices of farm products that led the way into the Depression of the 1930's. Farm prices were too low from 1921 up to the opening of World War II in spite of the emergency farm laws of the New Deal era. During the war, and immediately following the war, farm prices were satisfactory and in line with the prices farmers had to pay for the things they needed. Since the end of the Korean conflict, farm prices have not kept pace with the wages paid to labor and the prices asked for farm machinery.

Since 1945, marketing costs of farm products have risen 83% while farm prices have gone up on 13%. As a result of this situation, the farmer's share of the consumer's dollar has fallen 53¢ in 1946 to only 39¢ in the spring of 1956.

The plain truth is that the farmer wants to get his proper share of our national income. Governor Fred Hall of Kansas has recently pointed out the financial plight of the farmer when he presents the case of a typical Kansas farmer whom he called Henry Jackson. Jackson was operating a 160 acre farm worth \$25,000. He had another \$15,000 invested in machinery. With a total investment of \$40,000 plus 48 hours of work each week, he was able to net \$4,500 in 1947, but in 1955 his net was only \$2,500. His average annual net was about \$3,000 for the last ten years.

When figures of this type are presented, we see that farmers are not receiving a fair income when they are compared to automobile workers who receive about \$4,900 annually for working 40 hours a week and who have no invested capital.

Because it is so difficult for a young man to enter farming and earn a living for himself and his family, we find few young men who are entering farming as a life work. If some better solution is not found for our farm problems we may find ourselves without an adequate supply of farmers.

Today, 81% of our farm operators are over 35 years of age. It is getting pretty lonesome for young farm couples these days. Recently, a group of farm managers and bankers made this statement following their annual meeting in Missouri. "A young man who has \$50,000 cash and a great desire to become a farmer plus the willingness to work long hours should give the matter careful consideration before entering farming. Prices of land and machinery are too high for him to have a reasonable chance at being successful." When we reach a point where a man with these qualifications cannot hope for success as a farmer, it is time to adopt some better program for American agriculture.

Most economists figure that an investment of from \$40,000 to \$75,000 is required to enter farming. What if a \$50,000 investment were required in other occupations? In twenty years time who would heal the sick; who would teach our children; who would interpret our laws? If we continue to maintain an American farm policy that does not offer a fair chance at success to the young man who wants to enter farming, who will produce our food in 1980?

Great surpluses of food have caused farm prices to go distressingly low. Under our present agricultural economy, the people are still unable to purchase the food that they need to provide an adequate diet. If we adopt the Brannan plan the farmer will receive more for his produce and the people will be able to buy what they need.

From time to time we have heard discussions of the large surpluses that we have of farm products. Actually these surpluses do not constitute more than 5 to 10% of our total crop. One farm economist has stated that an over production of 5% in corn will reduce the price of corn about 25%. In the past we have tried to keep up the price of corn by reducing the number of acres planted and by supporting the price through governmental action. In spite of our planning we still are increasing our surpluses.

Many authorities feel that the adoption of the basic principles of the Brannan Plan will solve our agricultural problem. Under this plan farmers will sell all of their crops on the open market

at the price that the people will pay. After the entire crop has been sold, the farmer will be reimbursed by the government enough to bring prices up to a point equal to 100% of parity over a ten year period. When there is a significant overproduction of any crop steps will be taken to limit production in future years through a system of acreage control.

If the Brannan Plan is adopted we will almost immediately get rid of our bothersome surpluses. At the same time the people will be able to improve their diets since food will be sold at the market price instead of the higher support prices as is the case today. The cost of this plan will be paid by taxing all of the people, but the much cheaper food costs will greatly improve the diets of the extremely poor families.

Finally, the adoption of the Brannan Plan will give the farmer an adequate income. He will be able to purchase the machinery and the other supplies he needs since his income will be assured.

NEGATIVE ARGUMENTS

It must be remembered that even though the arguments that have been presented in favor of adopting the basic policies of the Brannan Plan may appear to be convincing, there are arguments against this proposal that are equally potent. Some negative arguments are given below.

Although it may appear as if the Brannan Plan will solve all of the problems that face the American farmer today we have failed to consider the cost of this plan to the taxpayer. When placed in operation the Brannan Plan will be too expensive.

The most serious shortcoming of the Brannan Plan is the fact that nobody knows how much it will actually cost. Even its author, former Secretary of Agriculture Brannan did not make an estimate of its annual cost when he proposed the plan. Since he had no accurate figures on cost we must turn to other sources to get our estimates.

The late Senator Taft estimated the cost of the Brannan Plan at \$6 billion annually. Representative Hope of Kansas estimated the cost between \$6 and \$10 billion annually. Other authorities have stated that the plan would cost \$1 billion annually to pay the losses on eggs alone. The highest estimate that we have found was made by an economist of the University of Illinois who has placed the annual cost of the plan at \$19 billion.

We have no way of knowing which one of these estimates is correct. The point that we wish to make is that nobody knows how much the plan will cost. Even Mr. Brannan has given us no accurate estimate of the cost of his proposal. We know that you will agree that a person who would contract to purchase a house with the price set somewhere between \$6,000 and \$19,000 would not be considered to be financially and mentally competent. It would be just as foolish for the federal government to adopt a plan when it is impossible to estimate its probable cost.

Since the Brannan Plan provides incomes for farmers regardless of the condition of the market and it also provides food for the poor at a greatly reduced cost it is a plan that borders on Socialism.

Although it is not considered to be good debating to condemn a new plan by merely calling it socialistic, we do feel that when the socialistic tendencies of any plan are as apparent as they seem to be in the Brannan Plan, we should at least mention this fact.

Let us first examine this plan for possibilities of developing a powerful demagogue in our federal government. A man with great political ambitions could use the plan to keep himself in office for years. What better combination could be devised for getting votes than to promise the farmers 100% of parity, the people the cheapest possible food costs, and then tax the rich to pay the costs of the plan.

The next objection that can be raised against the Brannan Plan is the fact that it will give the government almost complete control over the production of food. If the plan becomes too expensive, then it will be necessary for the government to exercise greater control over farmers and eventually we may find the government exercising complete control over agriculture.

When we make an attempt through governmental action to meet the problems of any group we usually ask the advice of the leaders of the group. If we do this on the farm problem we will not find farm groups favoring the adoption of the Brannan Plan.

The American Farm Bureau Federation is the largest farm organization in this country. Over half its membership is in Alabama, Mississippi, Arkansas, Illinois, Iowa and Indiana. It has been called "a coalition of corn and cotton farmers." The Farm Bureau believes that federal action regarding farmers should "protect farmers from disastrous prices," but should not guarantee

farmers high incomes. The Farm Bureau does not advocate the Brannan Plan.

The second largest farm organization is the National Grange. Its membership is primarily in New England, New York, New Jersey, Pennsylvania and Ohio. This group has proposed several suggestions for solving the farm problem, but none of these proposals include the Brannan Plan.

The National Farmers Union is the youngest and generally considered the most radical of the larger farm groups. Its membership centers mainly in the grain and beef producing areas of

the Great Plains. This group favors continuation of high rigid price supports and in 1953 asked Congress for 100% of parity in farm products.

The National Farmers Union wants some form of the Brannan Plan on perishable commodities. There is no indication that this group favors the adoption of the Brannan Plan for all agricultural products.

In conclusion we can see that if we ask the farmers what they actually want as a solution to the farm problem we will find that they do not favor the Brannan Plan.

Participation in various extracurricular activities assures balance in training and experiences. However, a proper balance is necessary to achieve efficiency.

How Much Is Enough?

ONE OF THE MOST PERPLEXING PROBLEMS facing students and counselors who must advise them is how many extracurricular activities should one participate in? Need a student participate in any? How many are too much?

Certainly there are no simple answers to these questions. An adviser may feel that a particular student needs to "mix" socially—have more associations with other students. Yet the student shows no interest in school other than in the academic part of the program, and shies away from any suggestion that he take an interest in something else.

On the other hand, there is the student who during the year has worked his way into more and more activities until so much of his time is taken up that he has become extremely nervous and tired. He is the driving type. He does not listen to suggestions that he ease off. This boy thinks that other people are jealous of his ability and ambitions, and that they are trying to hold him back.

The situation in this second case is complicated by the fact that the teacher-sponsors of the activities which the boy participates in do not want to lose him. He is a key man in the school play, on the school newspaper, or the athletic team, or he is an officer in the Spanish club, in the chess club, or of the student council. Partly out of jealousy and partly out of admiration, he is being kidded, and he is becoming irritated at the other students.

There is a real danger that this boy may

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injure his health and school standing if he continues the pace which he has been following.

These two cases are extreme. But there are other questions which enter the picture. Which activities should a student participate in? Would a student make some positive gains for himself if he participated in, say, newspaper activities rather than in the glee club? Is there a good reason to direct a student into a particular activity so as to discourage him from trying a particular line of work because of his unsuitability for it?

An active adviser may have to face all of these matters at some time or another. He will have to make decisions and also persuade and direct students (and other teachers) in such matters. As far as the student is concerned, he will have to make decisions, and then find out how he can take part in the activities of his choice.

Then there is the problem of what to do with the student who struggles along during the year to achieve some kind of status in several activities with apparently no success. Then, all of a sudden, circumstances become such that he is in so many things that he does not know what to do.

Finally, what should a student who works outside of school do?

Before one can consider the answers, it must be said that everyone accepts the assumption that

the academic work in the school program is important, and that anything which interferes with a student's progress through school must not be allowed. On the other hand, everyone also accepts the assumption that extracurricular activities give something to the student in the way of work experience and social experience which cannot be gotten in the classroom.

Both sides of the school program are necessary and important; students at the school should benefit to the maximum extent possible from the school program.

Of course, the student who has difficulty passing his classes does not have time to spend with activities. However, every case may not be this clear cut. Perhaps the student is having difficulty with his studies because he has not acquired interest in school. If he is encouraged to take part in an activity and does, he may acquire more interest in his work and do better in his classes. (The pronoun "he" is used throughout, but, of course, it is intended to apply to both male and female.) This kind of student bears close watching. Good counseling can do wonders for him.

The student who enters too many activities presents the most difficult problem. He usually has considerable drive and has a desire to excel or stand out from others at school. If the boy continues to do well in everything, the teacher will have a difficult time convincing him that he is doing too much. However, the teacher will have a talking point, if he falls down in his studies.

Too heavy a load is being carried by a student when it becomes noticeable that he is tired, nervous, and irritable; and has lost interest or is annoyed by other students. Every case is not clearly drawn, and certainly what is too much for one student may be quite all right for another. Some people just naturally like to work, and if they do not have a part in something, they feel lost and out of place. This kind of person is probably the finest kind of student.

How active a student is might be difficult to measure. He may take part in many activities, but have only a small part in each. Thus his energy is not taxed at all. On the other hand, he may be in only a few activities and is carrying the load in each. His energies are taxed tremendously in the latter case.

It is not quantity which necessarily determines what is too much. It is intensity!

If a boy is working too intensely, his advisers

should take action. It is doubtful if talking to him will do much good. More than likely, he is a very determined young individual and his success has made him only more determined. His advisers should talk to the sponsors of the activities in which he is taking part and try to persuade them to discourage his participation in some activities. May such a conversation do some good!

However, it may not. Sponsors are inclined to be selfish about their activities, especially if a critical part of their program has been reached. They need Johnny Jones in the part of Mr. Jameson in the play, and it is too late to get someone else to do it. They need Johnny Jones in the glee club, because he is a bass, and there are not enough basses anyway. They need Johnny Jones as an MC for the language club program. He is just right for the job, and no one else can be coached for it at this late date. And on and on.

If the advisers run into this situation, they have run into a solid wall of resistance. Their only hope is that Johnny manages to survive somehow, or that something happens which will scare him into cutting down upon the intensity of his activity. It is hoped that that scare does not come because of a serious illness or a nervous breakdown.

Can some sort of standard be drawn up for gauging what a normal load of extracurricular activities is? For the average student regular participation in three activities should be a full load. He might belong to a language club, the dramatics club, and the newspaper or the student council, or one or more athletic teams, or the science club. Besides these activities, Mr. average student might also participate in several short-term, temporary activities during the year.

This represents a full load, and in each activity that the boy is in, the people assume that he is not doing an excessive amount of work. If, for instance, he becomes editor of the school newspaper, he should discipline himself and drop at least one of the other activities, and not take on any additional short-term activities. Some students could handle only less than this, some could handle more.

The next question is: which activities should the individual take part in? The answer is: in the activities from which he will benefit most in his total development. If a person intends to enter newspaper work or writing, he would do well to obtain the experience afforded on the school newspaper or school magazine.

On the other hand if he plans to become an actor or enter radio or the entertainment field, he ought to belong to the dramatics group or the glee club. If he plans to teach, he should belong to an activity in his field in teaching, and an activity which he could sponsor as part of an extracurricular program. If he is adept at athletics, he should, by all means, take part in athletics.

Individual preference should determine what a student's choice will be. Unfortunately, choices are often made unwisely. A boy will join a group because some of his friends are in this group, rather than because he will get the most benefit from it. This is wrong. He should be willing to make new friends.

He may join a group because his class teacher is the sponsor, and she pushes him into it. This is wrong, from the point of view of the boy as well as the activity. (No activity will be successful if the people taking part in it do not have an active and enthusiastic interest in it.)

However, because students do not make decisions on the basis of benefit alone, faculty advisers will have to do what they can to direct them into the proper activities. To do this, the adviser will have to know as much about the student as possible—what kind of a personality he has, what his objectives are, and what his capacity is. Then he must determine how he can be persuaded to join a particular group.

Getting a student into the right activity may be particularly important in the case where one phase of his development is lagging. Say that Tommy Brown is a boy who does not feel at ease among people in a social group. In such a case, it would be best for him if he got into an activity where he could spend a good deal of time circulating socially. It would be better for him to join a language club than work on the school newspaper, or it would be better for him to join a square dancing group than take part in debate.

On the other hand, if he cannot speak before groups or is extremely uneasy and self-conscious before people, it might be better if he joined the debate team. The only difficulty in these two instances is that Tommy Brown may find that he is not welcome in either of the groups. The language club has people in it who are socially well-adjusted and will not be sympathetic with Tommy, while on the other hand, the debate team will not want him because he can not speak well enough.

It can only be hoped that Tommy does not become too discouraged in his attempts to overcome his difficulties. If he passes one or two hurdles, it is almost certain that he will continue to make progress thereafter.

Finally, what about the student who works? Should he participate? Obviously not as much, if at all. It really is too bad that young people must spend part of their time working, rather than taking part in an active school life. They are missing something which they will never have the chance to experience again in their lives. But we must accept the fact that students do work and that they cannot take part fully in the school program.

In such a case the teacher-adviser must be on guard that the student does not try to do too much—that is, take a full study schedule, work, and still try to participate in all of the activities which he would like to. He will probably have time to take part in one or two but this should definitely be the limit.

Answering the question of how much time should be spent on extracurricular activities is thus a difficult one. But working with people who must face this problem is one of the interesting duties that the teacher has. Working out solutions to this problem really taxes the ingenuity and competence of people in the teaching profession.

Walk On The Green— For Safety

The deadliest child-killer, the one that takes the lives of more children under 15 than any of the well-known diseases, is traffic. Traffic accidents killed more than 4,000 children between the ages of one and 14 last year—five times as many as by polio, three times as many as by tuberculosis, and more than by pneumonia or cancer in all its forms.

Ironically, the cause of traffic deaths has been known since the first auto killed a child. Carelessness causes traffic accidents and safety can prevent them. Expenditures of millions of dollars or experiments on thousands of children are not needed to lower the death rate in traffic accidents. It is simply a problem of educating the motorist and the child to obey the traffic rules governing each.

To make any safety campaign effective we

need more than words of admonition or pleas to reason. Parents can't do the entire job nor can the teacher do the total job. It is the child himself who must learn and obey safety rules. Both children and adults in this modern age are peppered with catchy slogans. A child can understand and remember a catchy phrase. In this case it might save his life.

Michigan City, Indiana, turned a slogan into one of the best improvements in traffic control in the last 25 years. It is called "Walk On The Green." In the 1954-55 school year children in that city walk safely to and from school across intersections painted a bright visible green.

The idea of this safety campaign is to paint the entire length of the crosswalk between the white safety lines a solid bright green paint called SAV-A-CHILD Green. Motorists can see the green a half block away and prepare for a stop. It means a lower accident rate at intersections, fewer jaywalkers halfway up the block, and less traffic congestion from people crossing on the "red."

Mayor Russell Hileman originated the idea in the city in March, 1954. He wanted green crosswalks at the downtown crossings so they would tie in with his campaign to have people walk across the street only on the green light.

Working with the Traffic Paint Division of the O'Brien Corporation, South Bend, Indiana, Hileman approved a traffic paint that had a bright, nearly luminous color. It could be applied with either a roller or brush and would dry in five minutes.

Mrs. Harvey Rhoda, president of the Michigan City P.T.A. Council, requested an application of the paint at the crossings around the Central Elementary School in that city. In *Safety Education* magazine, published by the National Safety Council, she wrote, "We are thrilled with the results of the tests and feel that every city and P.T.A. should look into this project. It is a wonderful safety idea for protecting our children."

"My reaction" she continued, "is that this idea will save the lives of children, if not in Michigan City then somewhere in the United States. The Michigan City P.T.A. Council feels this is a very wonderful thing to have painted on every crosswalk leading to schools. It has proven successful in our town."

Also commenting on the safety campaign was Captain Lloyd Storey, head of the safety division, Michigan City. He said, "This idea can be of

value to children and grown people as well. I know that "Walk On The Green" is the only way to establish crosswalks in a manner that will continue to protect the pedestrian."

Many cities throughout the United States have already made plans to adopt the campaign in their town. The first reaction came from towns close to Michigan City—LaPorte, Gary, and Goshen. The idea leapfrogged into Michigan at Benton Harbor and Lansing. The Michigan State Highway Department gave their approval for the program on any streets maintained by the state. And inquiries have been received as far away as Montclair, New Jersey and Marion, Illinois.

Members of the P.T.A. and other civic organizations throughout the United States are vitally interested and strongly believe the "Walk On The Green" idea will prevent unnecessary traffic deaths involving school children. It can be one of the easiest, most satisfying projects a civic group can adopt. One Saturday morning's work can protect school children for months. The only equipment needed is the paint itself and rollers. The city administration and the police safety committee can provide barriers to block traffic during painting.

The National Safety Council adopted this safety slogan for September: "Watch Out for Kids." Any community can make safety more a reality by stating: "Watch Out for Kids—As They Walk On The Green!"

Among The Books

GUIDANCE BOOKS. Each complete set is \$4.00. The Continental Press, Inc., Elizabethtown, Penn.

Home room and guidance teachers (and what teacher isn't) and counselors can get much help due to the efforts of Albert M. Lerch and G. A. Eichler. They have written a series of guidance books for the secondary schools.

The booklets are spirally bound with a paper cover, very interestingly and attractively printed. There is a booklet for each grade. Each one includes 30 articles with pictures and cartoons; and suggested "Things to Talk About." They are written in an interesting manner—extremely usable. Mr. Lerch has written many articles for **SCHOOL ACTIVITIES**.

This series is available for use by classes through the use of stencils for liquid duplicators.

ASSEMBLY PROGRAMS

for October

H. C. McKown, et al.

School morale, group spirit, loyalty, devotion, respect, and pride in membership are qualities that make for social coherence, and these in turn are based upon a knowledge of and an interest in the school—its traditions, activities, and problems. Through the assembly program the student sees the size of the school, learns of its varied interests and activities, yells its yells, sings its songs, thrills to its inaugurations, recognition services, and demonstrations, and then champions its causes.

Through the assembly program the many seemingly unrelated and disconnected units of the school are correlated into a complete whole by united effort for, and attention to, a common cause. The assembly is a clearing house for all school activities, both curricular and extracurricular, and as such presents them, shows their relationships, and unifies them so that solidified public opinion results.

There are many traditions, rules, practices, historical facts, ideals, attitudes, and similar integrating knowledges and elements with which the student must become familiar before he can be a real, full-fledged citizen of the school. While much of this integrating activity belongs in the home room, some of it may very properly be done through the assembly program. The reading of announcements or the explanation of new regulations represents a poor type of assembly program material, but there is a place for some of it in the education of the student, especially the newcomer.

Many of the class activities, some of the not too attractive to the average student, may be dramatized or presented through the assembly in ways that will attract and interest students and also enrich their conceptions of them by offering additional "slants" and by showing new materials, methods, and uses. Such presentation also offers a pleasing variety from the usual formal class methods. For instance, a Convention of Old Masters in art, an Office Scene in commercial subjects, a Book Pageant in English, a Naturalization Program in social science, a Radio or TV Audition in music, or a Travelogue in French, will not only help to motivate these subjects but will also enrich and interpret them to the student.

The school is charged with a large share of the responsibility for the establishment of the ideals and practice of such virtues as courtesy, thrift, kindness, ambition, promptness, industry,

and honesty. And all too frequently it relies upon the memorization of slogans and creeds or upon moralizing and sermonizing to accomplish this end.

These may help, but more effective methods are those of demonstration and dramatization in which the student himself and his fellows participate. Such participation helps to build interest and demand. The first step in teaching morals to those who have intelligence enough to understand is to show them what is right, proper, or good, and why; the second step is to lead them to desire this. Following are assembly programs presented by various schools at some time or other.

AN ASSEMBLY COUNCIL

This is an account of how high school students in one high school plan all their programs through their Assembly Council. A visitor entering this high school on any Friday afternoon would see all of its students headed in the same direction—toward the assembly hall. The youngsters look forward to these weekly assemblies because they, through their representatives on the Assembly Council, have had an active hand in choosing the productions given each week.

If our visitor were to join the young people in the assembly hall, he would see a student announcer call the meeting to order and introduce the program or the speaker, as the case may be. Sixteen-year-olds would be handling the microphone, movie projector, lights, and other audio-visual equipment. Hovering in the wings, a student stage crew would be on hand to take care of all staging technicalities, while student ushers would be standing at their posts in the assembly hall.

The seldom seen but necessary co-ordinating organization behind these varied activities is also a student group known as the Assembly Council. Drawing its members from grades seven through twelve, this body of fifteen to twenty-five students choose all outside speakers and movies, pass on any student program, put on assemblies of their own, and make all contacts with faculty and outsiders to keep these weekly productions running smoothly, and generally strive to bring the best possible talent and instruction to the student body.

The council, which meets once a week, has a president, vice-president, secretary, and faculty adviser, and each member serves on one of three

special groups—the general assembly committee, the senior high committee, and the junior high committee.

Responsible for each Friday's program, the general assembly committee lines up a speaker or production suitable for the occasion. Once a month, a half-hour assembly on Wednesday afternoon is planned by the senior high committee of the Council for the students of the tenth, eleventh, and twelfth grades. On another Wednesday in the month the junior high committee takes over to plan a special program of interest to the seventh, eighth, and ninth grades.

At various times throughout the year other periods are set aside for special programs (pay assemblies) from some assembly service. The Board of Education supports about eight of these programs a year, and sometimes the Council pays for an additional one from the proceeds of its annual dance. The movies, too, are paid for from the school fund and are usually presented about once a month.

One of the Council's principal aims is to encourage programs in which our own students participate. Other activity groups in the school are contacted and classes are urged to be responsible for an assembly at some time during the year. Included in these programs have been the Student Council with its bond drives and auctions, homecoming celebrations, and student forums in which the audience could voice opinions from the floor on vital student problems.

The Girl Reserves and Hi-Y have presented programs in line with their philosophies and the work of their organizations. For publicity purposes, the school paper and yearbook staffs have presented skits and plays. Helping to make the students aware of the opportunities offered by the school, speech classes have presented examples of their work, social studies classes have had debates and forums, and concerts have been given by choirs, band, and orchestra.

Always behind any one of these presentations, however, is the planning and effort of a small unheralded group of students in the Assembly Council. Besides their work in planning and producing, they listen to criticisms and complaints from the student body, discuss each program for its good and bad points, and endeavor always to obtain better assemblies for the school.

The group last year felt their responsibilities for successful assemblies so keenly that the members decided to take action when student conduct at a good program was not up to par. The members of the Council drew up a rebuke of student behavior and cancelled assemblies for a week.

Although there was a great deal of grumbling among the students, the conduct at the next as-

sembly was a model and has been ever since. This student administered punishment seemed more effective than a similar rebuke given by the faculty might have been.

Growing out of a desire on the part of the students for more participation in the running of their school activities, the Assembly Council preceded the Student Council by several years and still exists strongly as a separate organization.

The Assembly Council has given many students experience in conducting meetings, working with others, meeting and talking to new people, producing programs, and generally feeling a sense of accomplishment and pride in their school activities. It has proved to be a highly successful organization.

SCHOOL AFFAIRS PROGRAM **Assembly Committee and Student Council** **Suggested Scripture: John 5:35-38**

The purpose of this program is to give students a better insight into school affairs and problems, to focus attention on goals for the year, and to bring better cooperation between the student body and administration. The program must be planned in the light of the situation which prevails in a particular school, and no one program scheme will meet the needs of all schools.

The president of the student council is the presiding officer. The program opens with selections played by the school band and singing of school songs by the student body. Some time is taken up with demonstrations of typical scenes of student work, such as: boys making various articles in the school shops; students buying bonds at the booth; the health guidance clinic at work; showing of students furnishing a special room for seniors and council members.

The principal of the school makes an introductory talk explaining the purpose of the assembly and the part played by the students in administering affairs of the school.

A special panel of students discuss the topic: "What the school should accomplish this year." Each member of the panel presents an important goal and discusses what is necessary for reaching it. An open discussion follows, in which students ask numerous questions and make various suggestions.

Next a teacher gives a brief summary of the discussion—points made, ideas suggested, and steps necessary for action. Representatives from different departments and activity groups describe the work of their groups.

Following this the principal and student council president make known to the student body the personnel of important committees and officers of student groups who would have charge

of various school affairs. The assembly program can close with the Pledge of Allegiance and the singing of "America," or "God Bless America."

"A DAY IN OUR SCHOOL"

Various Departments

Suggested Scripture: Matthew 6: 25-33

A program of this kind should give students a greater appreciation of their school as well as an insight into more of its activities. It will require careful planning but is of such a nature that both students and teachers will enjoy the work of preparing for the program. The idea came from a high school in Illinois. The account of the program follows.

Besides being one of the most successful assembly programs, "A Day at Our School" was also a most enjoyable one for both those who saw it and those who participated in the program. The entire performance consisted of ballet steps and pantomimes. No scenery whatever was used yet the action was simple enough to convey easily the meaning to the audience.

In keeping with the theme, actual school circumstances were depicted, including scenes in the locker room, home rooms, a math class, a music class, activities in the machine shop, working on the school paper, and a finale showing all of these groups.

When the curtain opened, several girls entered the locker room, yawning to the strains of "Morning." Having removed their coats, they watched several tardy friends rush in to "Minute Waltz." The male friends came to escort the girls to various classrooms.

A typical problem was then shown by a boy who came on the stage, loaded with textbooks, dropping and picking them up to the tune "Pizzicato." To add to his difficulties, two girls entered, smiling coyly. Their flirtations and his indecision as to which to choose were danced to a polka by Shostakovich. As the bell rang, all three exited.

Participants in the math class included a teacher, six pupils, and approximately twenty girls wearing cards with various digits and mathematical signs. The "numbers" came in to "Narcissus" and throughout the class period formed various equations which the teacher called upon the students to solve. Formation of the problems and students' attempts to answer them were danced to "Dance of the Orange Tarts."

Students with drawing boards entering to "Pavanne" comprised the art class. When they had reached their places, the music was changed to "Idilio" and a model came into view wearing a beautiful old-fashioned gown. The artists sketched the model to Debussy's "Reverie" until class was dismissed.

READ! THINK! STUDY!
Believe! *Evaluate!*
 EXAMINE! *Utilize!* TEST!
 INVESTIGATE! ACT! ASSIMILATE!
USE! Patronize!
 Keep! APPLY! TRY! ACT! BUY!
 SCRUTINIZE! BUY! BENEFIT! ORDER!
 DELIBERATE! Be Glad! Thrill!
REJOICE!

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To depict the music class, a large group filed on stage to "Parade of the Wooden Soldiers." A student rather resembling our own music teacher then led the class in singing the scales, after which they harmonized in "America, The Beautiful." A dance, "Tarentelle," was also given by members of the group to demonstrate foreign music.

Activities of the machine shop were included in this program, also. To the tune "On the Trail," several over-all clad boys entered wearing identification cards. Included were the teacher, shop men who care for the tools, and those who operate the drill press, punch press, and lathe. Each boy performed his job in pantomime to the "Anvil Chorus." Concluding the routine, the boys exited to their original music.

The finale pictured the entire cast preparing for the program, each doing its own steps.

Such a program as this is valuable to the students because it develops creative ability and coordinates many talents. All planning of the dances, music, and action was done by students themselves. Ninety-eight persons participated and suggestions were offered by other students.

BOOK QUIZ RADIO ASSEMBLY Library Club

Suggested Scripture: 1 John 2:1-17

It is well to present a program early in the term to stimulate interest in reading and the use of the school library. The logical group to sponsor such an assembly is the Library Club, under the supervision of the Librarian. There are many ideas which may be carried out in this program. A good plan is that of the "Book Quiz Radio" program such as the one below which was presented in a high school in Massachusetts. The report was written by the Librarian.

The Student Library Corps wanted to present an assembly. The forty members—sophomores, juniors, and seniors, including classical, commercial, scientific, and general students—had but one idea, that the program must use as many students as possible, and one conviction, that it must require little rehearsal.

From puzzled conferences, bit by bit grew the idea of a Radio Quiz Program. Some members worked up questions about books, the mechanically-minded ones devoted themselves to stage fittings and effects, and each member found some field for activity in preparation.

The Corps President, as announcer, for station L.H.S., welcomed the "studio audience," gave a typical conditioning patter, and a "commercial," advertising R-I-F. The audience gazed upon a broadcasting studio, with control room at the left of the stage.

Seen through the windows were two very

busy "engineers," with radio apparatus. Beside the windows were electric signs, which flashed on, in red for "Applause" and "Silence." These signs, rigged up from an old bookcase, red crepe paper, wiring, and white cardboard with cutout letters, were important.

By the use of the signs, the students were incorporated into the Studio Audience, responding at appropriate moments. This feature, intended primarily to ward off boredom if the program did not "take," was very popular with the students, who entered into the spirit fully and identified themselves with the program.

On the Studio wall, in red letters two-feet high, were cardboard cutouts R-I-F. These added a touch of surprise and suspense, which was dissolved, to the pleasure of the audience, when the Announcer gave her final Commercial, disclosing that the letters stood for "Reading Is Fun," the universal remedy for flat pocketbooks, boredom, and related conditions.

A large table with three chairs on each side, dominated the center of the stage. Here sat the contestants, two seniors, two juniors, and two sophomores. To the left, and slightly to the rear, were seated the Judges, one teacher, and two librarians "borrowed" from the community. Behind the table of the contestants were two typewriter tables, for scorekeepers. Near the Control Room was another, with an electric bell for the Timekeeper to manipulate.

The announcer turned the Microphone over to the Master of Ceremonies, who introduced the contestants, and went through one round of questions dealing with humorous or exciting incidents in favorite books. Each contestant was scored, and if he failed, one from the opposite team could answer.

After this round came intermission, when the Judges were introduced. As they were present chiefly to lend atmosphere, they did not speak. The Announcer delivered another amusing commercial about R-I-F, before turning the "Show" back for another round of questions. Each contestant had two questions, most of which they answered without too much difficulty.

At the end, before the decision of the Judges, R-I-F, was advertised again.

During the entire program the students gave the closest attention, many obviously answering the questions to themselves. It was a very popular program. Students liked the opportunity to participate, through response to signs; they liked the humor of the commercials; they found the questions interesting, and enjoyed the suspense. The faculty found it all interesting, a novelty for this school. And the Student Library Corps members thought it most satisfactory, because it afforded so many an opportunity to contribute.

News Notes and Comments

Boy Scouts to Get Out the Vote

The members of the Boy Scouts of America—now numbering 4,200,000 strong—are going to help Get-Out-the-Vote. It will be a wholly non-partisan activity in cooperation with Freedoms Foundation of Valley Forge. It is looked upon as a very important first lesson in participating citizenship.

The Scouts will place more than 1,250,000 posters in the heavy traffic centers of our cities,



towns, and villages. The next step, one of great magnitude, will be to place a cutout of the Liberty Bell printed in color with the legend reading "Vote as you think but vote" on the front doorknobs of 35 million homes in America. Other activities will have Scouts speak before various audiences of the nation urging citizens to exercise their right of suffrage.

School Papers Win in Traffic Safety Contest

Twenty publications written and edited by high school students have been cited for conducting outstanding safety campaigns to encourage teenagers to be better drivers and more careful pedestrians. The twenty publications and four students were named top award winners in a high school publications traffic safety contest sponsored by American Motorists Insurance Company.

The *Trojan Tribune* of South High School in Grand Rapids, Michigan, won the \$350 first prize in the competition among daily and weekly newspapers, and the *Old Gold and Purple* of Warren Easton High School in New Orleans won the \$350 first prize among publications printed less frequently. Additional winners came from Washington, California, Iowa, South Carolina, Texas, Vermont, Mississippi, Wisconsin, Delaware, Illinois, Pennsylvania. More than 1,000 entries were submitted from schools in all parts of the country.

Latin Department Sponsors Publication

The Department of Latin, Latrobe High School, Latrobe, Pennsylvania, came up with a very unique mimeographed publication titled "Rome An' Around." It is quite readable be-

cause it is written in excellent English. However, the articles denote a distinct Roman, Latin atmosphere. Some of the headlines read: "Expected to Reach Gaul in Four Days;" "Man Struck as He Gets out of Cart;" "Hannibal Reaches Summit of Alps;" "Trouble in Roman Colonies."

High School Journalism Workshop

The theme of the University of Bridgeport's sixth annual High School Journalism Workshop, was "The High School Newspaper—A Springboard for Community Leadership. Prizes were offered for the best high school newspapers, both letterpress and mimeographed in the annual newspaper evaluation contest. Workshop sessions covered news and feature reporting, copy desk methods and page makeup, sports, and advertising and production.

Panelists representing daily and weekly newspapers of large and small circulation in Connecticut as well as radio and television stations took part in a discussion during the conference. Hosts for the conference were the students and alumni members of Pi Delta Epsilon fraternity, and staff members of the campus newspaper, *The Scribe*, as well as the journalism department of the university.

Science Projects Entered in Fair

Collenterate, echinodermate, paxifera, and many other unpronounceable names and projects were entered at the recent four-county science fair at Lebanon, Oregon.

The above mentioned names are three of the ten phyla of animals entered by a grand prize winner in the biology division.

This is one of many science projects prepared and entered in the fair by Corvallis, Oregon, secondary school students, according to "The High-O-Scope."

An Excellent Idea

The Minnetonka school board decided last winter to include all so-called extracurricular activities as an integral part of the curriculum to be administered, supervised, and financially supported by the school board. These activities include physical education and athletic activities, music, and dramatic performances. Also included are school publications such as newspapers, handbooks, and facility sheets, and any other activity the school board may approve of.—Minnesota Journal of Education

News Magazine Makes Appearance

Rapid City, South Dakota, Senior High School published a new magazine entitled "Paha Sapa Sketches," according to the SDEA Journal. The first issue, published under the direction of the English Department, came off the press last May.

Publications Workshop

The eleventh Annual Workshop on High School Publications was conducted by the Ohio University School of Journalism, Athens, during June. Professor L. J. Hortin, Director, arranged the following seven major areas included in the workshop which were under the direct supervision of 30 outstanding specialists in the field of journalism; editing and advising of (1) regular letterpress newspapers; (2) yearbooks; (3) business phases of newspapers and yearbooks; (4) mimeographed newspapers; (5) offset newspapers; (6) photography; (7) radio-TV journalism.

The students published three "model" newspapers during the workshop and sessions included daily convocations, lectures, demonstrations, forums, field trips, and problem clinics.—Ohio Schools

"Clash of the Classes"

The annual "clash between classes" was held in the Appleton, Wisconsin, High School during the last month of school, according to **The Tallman**. This activity is under the auspices of the Radio Forum Workshop. It is a contest in which chosen members of each class are given an opportunity to show their capacity for remembering certain knowledge which they have acquired throughout the years.

Provide Bicycle Safety Material

"The safe bicycle rider of today is the safe automobile driver of tomorrow!" This statement is included in a Bicycle Safety Program produced by Johnson and Johnson, New Brunswick, New Jersey. The kit includes a manual on bicycle safety, a publication titled "How to Get Leadership Support and Publicity for Your Community," small pocket identification booklet, and a series of safety posters, in color.

It is an excellent program, quite complete, and a valuable contribution for elementary and junior high schools everywhere. Write to Johnson and Johnson for the program and materials that have been so scientifically and practically prepared. They are extremely usable.

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How We Do It

AN INTERSCHOOL STUDENT GOVERNMENT CLINIC

The original idea of interschool exchange of ideas on solution of Student Government problems is perhaps best illustrated by district, state, and national Student Government conventions. At such conventions various discussion groups are made an important part of the agenda, but there is a desire on the part of students and faculty sponsors to continue this workshop idea in some way so they can learn even more about how other Student Governments function.

To meet this desire, Springfield Central High School sent invitations to several area schools to attend a one-day Student Government Clinic on March 7, 1956, at Central High.

To:
(Name of school)

Through: Mr. Homer Kesterson, Principal
Central High School
Springfield, Missouri

From: Linda Hine, Student Body President

Subject: An invitation for representatives of your Student Government to visit our high school on March 7, 1956.

At the district student government convention at Monett, Missouri, this year, some area schools suggested they would like to visit other schools and attend their student government meetings. They felt that they would learn a great deal by seeing a student government in actual operation. As a result of this, our council is extending invitations to 15 area schools to visit us on March 7, 1956. We would like to have the student government sponsor, student body president, and two other members of your council visit us that day.

The following program is planned for the day:

9:45 - 10:00	Visitors arrive; check in at cafeteria; name badges given; luncheon tickets issued; visitors adopted by cabinet members.
10:00 - 11:00	All-school talent assembly in the auditorium.
11:00 - 11:30	Orientation program—"What goes on at Central"—in the auditorium.
11:30 - 12:15	Lunch in the cafeteria.
12:15 - 1:00	Sponsors meet in room 212.
12:15 - 1:15	Tour; Students visit two or three classes.
1:15 - 1:30	Meeting in Auditorium; Jack Haseltine, President of the Senate, will preside and explain the American Field Service; Anneliese Osbahr, our German Student will speak.
1:30 - 2:25	Joint House and Senate meeting; Cabinet reports for year.
2:25 - 3:25	Coke Mixer in cafeteria; Linda Hine will preside. Area presidents will summarize their student government activities for the year. Panel Discussion with questions from the floor.

We hope to see you on March 7, but meanwhile, please send us the names of your sponsor and students who will attend by February 10, 1956.

Yours very truly,

Linda Hine,
President of Central High School

(Miss) Lucille Dugan
Exec. Sponsor of Student Govt.

Nine area schools and their sponsors participated in this clinic. Some schools felt the time should be extended with students living in the homes of the students of the host school for a week. Perhaps this plan can be followed next



A Welcome Break

year, but comments from the visiting schools were encouraging. Nevada High School Student Council, Nevada, Missouri, wrote, "This was an educational and worthwhile trip, with everyone gaining many valuable new ideas and experiences."—Lucille Dugan, Executive Sponsor of Student Government, Central Senior High School, Springfield, Missouri

A SAVINGS PROGRAM FUNCTIONS WELL

Training in systematic saving is an essential part of every school program. For some time the faculty of the LaMoure Public Schools studied the various possibilities of such a program. Finally it was agreed on certain criteria. First, the teachers should not be required to act as bankers. Second, any amount no matter how small could be deposited or withdrawn. Third, such a program should be tied in with a local institution thus assuring that a savings program would be carried on by the students beyond the years of school attendance.

On this basis the officials of the First State Bank were approached and a school program presented. As a result of these conferences, the bank agreed to set up a special school savings account. School savings were entered under one account on the general books of the bank but a separate ledger was used to take care of the accounts of each individual student.

These accounts were handled the same as regular savings accounts and interest paid at the same rate as regular savings accounts. When a student completed high school, his account was transferred to the regular savings account by the bank.

One day each week a representative of the bank comes to school to receive and pay out

money. A teller's window is set up in the school at nine o'clock and by ten o'clock the banking business has been completed.

As a part of the program the students are required to make out their own deposit slips and present their bank book when making a deposit. During the summer months the students can continue their banking at the bank on one morning of each week.

The program was started in December 1950. At the present time there are two hundred fifty students carrying accounts in the school program. The total amount on deposit is over the \$9,000 mark. This, however, does not include the total amount saved by the students because they are advised to invest their savings in bonds or other security when an amount large enough to make such an investment has been saved.

Both the officials of the bank and the school believe that this systematic thrift program is successful and are indeed happy with the fine response made by the students.—Harold Wakefield, Superintendent, LaMoure Public Schools, LaMoure, North Dakota; North Dakota Teacher

LET'S HAVE A RETREAT

How many times have we heard the question asked, "What are the areas in which the student council may operate?" The question is asked and certainly many times answered. However, the answers don't always fill the bill for every school. Therefore, we of the Portales High School decided to solve this problem. Here is how we did it.

At the end of the year the sponsor, student council, and administration meet at one of our hotels for one or two days, depending upon how long it takes to iron out the problems. A discussion is held in the morning on the various things that need to be done for the next year. The administration decides whether or not the particular problem comes within the field of operation of the council. If so, that is listed for further action in the afternoon.

The council presents the problems that the student body has brought before them. The administration makes note of these problems and tries to work them out by the next year. The discussion is very lively. Our administrators feel that they are developing leadership and thinking in their student leaders.

Lunch is served at noon and paid for out of school funds. Following the lunch hour the problems agreed upon as being in the council's field are then worked on during the afternoon. Certainly, the administrators offer advice. After all, they are responsible for the school. However, they never bluntly say you can't do this or that. They reason with the council and have always convinced the students that they are in error.

This does not mean the administrators wouldn't say no if the council couldn't be reasoned with. The administration works out, with the council and sponsor, the fields that they are to be turned loose in to rise or fall. Then the area is defined in which the council will be allowed to help. Last the area is well defined from which the council is to stay out.

So far we have never had any trouble with our council. It is now some twenty-five years old. I have never had my principal say you can't do this or that. I know what can or cannot be done. Our council has the greatest respect for the administration, and certainly the administrators return that feeling towards the council.

We expect our students to participate in the operation of our school; the very least that can be done is define the areas where they are to work. (It is my feeling that any school can use this program. It merely requires that you get together.)

We also evaluate our work for the year, with the administration. This, I think, is worth the time spent if you don't do anything else.—Ira A. Bogard, Student Council Sponsor and Executive Secretary of New Mexico State Student Councils, Portales High School, Portales, New Mexico.

CLUB ACTIVITIES IN THE SECONDARY SCHOOLS

Mira Costa High School, a member of the South Bay Union High School District, is carrying on a very active and successful co-curricular



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4131 South Vermont, Los Angeles 37, Calif.

program under the leadership of Mrs. Catharine McVey. According to the philosophy at Mira Costa, the curriculum of the schools consists of all the experiences in which the student has participated throughout the day. Classroom teaching is only one phase of a teacher's contribution. The many other activities of the students require teacher direction and supervision as well; thus, every teacher is expected to enter enthusiastically into the co-curricular phases of the educational program.

To cover the need of adequate adult supervision in all school activities, it is necessary for some of the faculty members to be assigned as class sponsors. For each class group, one sponsor is designated as chairman and serves for the school year. It is the responsibility of the chairman to meet with the members of his committee to plan the work necessary to carry the different class activities. The other two parts of the co-curricular activities are classified as clubs and organizations.

Anyone who wishes may join a club, but, to become a member of an organization, a student has to be nominated or elected; earn points, as in athletics; or become a member automatically because of the office to which he has been elected.

Mira Costa had forty-two clubs and over twenty organizations last year. It is considered a teacher's responsibility, as well as a sponsor's responsibility, to encourage co-curricular activity participation by the students and to stimulate activity and interest in clubs. The teacher, as well as the interested student, is a prime factor in making the school a vital force in developing and building good American citizens.

Club surveys are made once a month with a minimum amount of writing for the club sponsor. These reports are mimeographed and returned to the entire faculty, as most of the faculty is involved in club organizations or class responsibilities. Because of the double noon hour problem, a special club meeting program is held once a month. Arrangements are made with the cafeteria for a one period single lunch hour. This meeting at noon, once a month, enables clubs to formulate a plan in advance for continuity.

The monthly meeting also enables the co-curricular organizations to maintain a stronger

interest level. Clubs meet many other times during the month as well as during the double noon-periods, snack-time, after school, and in the evening.

Except for certain patriotic or national organization sponsored clubs, off-campus clubs are discouraged by faculty and students. To date, Mira Costa has been successful in dealing with and keeping down the off-campus club problem. The few clubs that have been attempted, have been brought into the campus program through student-faculty cooperation, and the clubs have chosen faculty advisers and become useful, service-type groups.—William N. McGowan, Secretary California Association of Secondary School Administrators; California Journal of Secondary Education.

CIVIL DEFENSE PROGRAM IS ORGANIZED

Starting the Civil Defense Radiological Monitoring teams was the purpose of a recent meeting of Scientia, Corvallis, Oregon, High School science honorary.

These teams, under the direction of Perry Spelbrink, Scientia adviser, will learn to use different instruments in connection with Civil Defense. Dr. W. R. Varner, from the physics de-

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partment at OSC, was the speaker at the meeting.

"The costs of avoiding war are great," began Dr. Varner, "but the efforts are justified. The United States has learned its lesson the hard way. We will live peacefully if we are prepared to defend our nation against aggression."

Dr. Varner continued, "Civil Defense is the answer to the problem of defending the United States. The tax burden on the people would be too great if we had to maintain a larger army. The people of the United States would be willing to help if they were only educated as to what their part can be."

Dr. Varner explained that the Civil Defense program is now concerned with two problems. One is lack of interest and the other is lack of equipment. Lack of interest can be easily overcome if people can be educated about their part in Civil Defense. As more people become interested, more equipment will be made available.

The radiological monitoring teams are concerned with detecting radioactivity in a given area. If a bomb were dropped, these teams would be responsible for learning the amount of radioactivity in a radius of this bomb. Total destruction can be expected for three and one quarter miles. Within a hundred miles, there would be destruction.

The squads consist of a Squad Leader, a mapping and record clerk, a communications man, and a messenger. There are two teams in each squad. Each team has a team leader, a messenger, a mapping clerk, and a communications man. Students were selected to fulfill the various positions.

Group Is Active

On the job! That's the radiological monitoring team which was formed at CHS. When reports of atomic fallout, possibly caused by Russian explosions was reported in Coos Bay on the job CHS monitors were on the job checking around the campus with their Geiger counters and "radiacs" to see if there was fallout on CHS.

No trace of radiation other than normal was found at CHS. It wouldn't have been dangerous anyway because the trace at Coos Bay was only faint. — "High-O-Scope," Corvallis High School, Corvallis, Oregon

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Dub (to caddie): Well, what do you think of my game?

Caddie: I guess it's all right, but I still like golf better.

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